



**IPSWICH JUNIOR  
GRAMMAR SCHOOL**  
A haven of learning

# **Outside School Hours Care**

# **Policies and Procedures**

# **Manual 2020**

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## 1.1 Philosophy Statement



### 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 Standard*
- *'My Time, Our Place': Framework for School Age Care in Australia*
- *United Nations Convention on the Rights of the Child*

This philosophy provides the foundation for all activities, policies and procedures of the service. Wherever there is uncertainty about policy or procedures, the service will reflect on the principles in their philosophy statement to attain a resolution. The written policies and procedures of the service have been developed and will be reviewed with these values in mind.

Ipswich Junior Grammar OSHC believes that each child has the right to be an active member of the community in which they live, to express their opinions and to have their views considered in decisions that affect them.

We believe the best interests of the children and their right to play, learn and develop in a safe and nurturing environment, is the primary thought in all decision making at the service and is evident in the actions, interactions and daily work with the children.

We recognize that parents and families are the child's key educators and that respectful, collaborative relationships strengthen the efforts of families and OSHC services to support and promote each child's health and wellbeing.

We recognize the important role that schools' play in children's education, learning and development and seek to develop complementary and supportive relationships based on collaborative partnerships.

We recognize through all aspects of service delivery, the inherent value and strengths of all children and their families, and their right to fair access and involvement in the community.

We believe that children are active learners and through rich, engaging environments and meaningful interactions, we can build a foundation for successful lifelong learning.

We believe that our children here at OSHC have the right to have their individual and cultural identity recognised and respected. We value Australia's Aboriginal and Torres Strait Islander cultures as a core part of the nation's history, present and future. We seek to embed Aboriginal and Torres Strait Islander perspectives in our day to day practice with children and families through our commitment to reconciliation.

We value ongoing learning and reflective practice as a way to support and enhance the decisions made that constantly promote positive wellbeing, learning and developmental outcomes for children.

## 1.2 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 Standard*
- *'My Time, Our Place': Framework for School Age Care in Australia*

Ipswich Junior Grammar OSHC bases its operations, program and practice on the following goals that promote the learning outcomes for children as outlined in the 'My Time, Our Place' Framework for School Age Care in Australia. Our goals are to encourage children to:

- **Have a strong sense of identity** – The service aims for each child to feel safe, secure and supported, to develop their capacity for self-regulation, to succeed when they are faced with challenges, to respect others and to experience a strong sense of self-worth and belonging;
- **Be connected with and contribute to their world** – The service demonstrates awareness of connections, similarities and differences between people and to respond in positive ways by encouraging children to express their opinions, listen to others and to respect diverse perspectives;
- **Have a strong sense of wellbeing** – The service aims to support children to develop self-regulation, to manage their emotions in ways that show care, understanding and respect for the feelings and needs of others, and to take increasing responsibility for their own health and physical wellbeing;
- **Be confident and involved learners** – The service aims to support children to use reflective thinking to consider why things happen and what can be learnt from experiences, to communicate and make visible their ideas and theories, to collaborate with others, and to model reasoning, predicting and problem solving; and
- **Be effective communicators** – The service aims to develop children's ability to convey and construct messages with purpose and confidence, resolve conflicts and follow directions by modeling, and encouraging children to express themselves effectively in a range of contexts and for a range of purposes.



## Policy Group 2: **Children**

### 2.1 **Respect for Children Policy**

Ipswich Junior Grammar Outside School Hours Care recognises and acknowledges that the children, their wellbeing, health and safety are the main focus. Children are to be treated by educators and other staff members at all times with respect and dignity and as unique and valued individuals.



#### **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*
- *National Quality Standard 5.1 Respectful and equitable relationships are maintained with each child*
- *Policies: 2.4 – Arrivals and Departures of Children, 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 with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 2.15 – Children's Property and Belonging, 3.3 – Educators Practice, 4.9 – Children's Toileting.*



#### **Procedures**

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

- Program and activities (Policy 3.1 – Educational Program Planning);
- Behavior expectations of the service (Policy 2.6 – Behaviour Support and Management); and
- The aesthetics of the physical environment of the service (NQS Area 3 – Physical Environment).

Educators will:

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

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 2.2 Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm Policy

The service regards as of utmost importance its role in the protection of children in its care. This includes the moral and legal duties to care for children associated with the service whilst not in the care of their parents or other primary caregivers, and to commit to the safety and wellbeing of children whilst attending the SAC 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*
- *Family and Child Commission Act 2014*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Duty of Care*
- *National Quality Standard 2.2 Each child is protected*
- *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 with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 3.3 – Educators Practice, 4.9 – Children's Toileting.*



### Procedures

Management, Nominated Supervisors and educators shall be committed to providing an environment that is safe and promotes the well-being of all children at all times through:

- *Requiring that educators sign the IGGS Policies (see Policy Group 8 and 10);*
- *Ensuring educator employment and training procedures are implemented so that the service employs suitable people and conducts adequate induction and orientation (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 and practicable;*
- *Children are actively supervised to ensure that they are protected from harm caused by:*
  - *Physical injury; and/or*
  - *Harassment and other non-physical harm to the child, whether caused by other children, staff, parents of other children or any other person;*
- *Educators seek to ensure that they are not alone at the service with a child, except in an emergency;*

- *Educators will supervise all areas available to children;*
- *Written parental permission will be obtained for children to be photographed at the service. Photographs will be for service use only;*
- *Educators will instruct the children to inform them when going to the toilet and will ensure that the Children's Toileting Policy (see Policy 4.9) is followed at all times; and*
- *Educators, ancillary staff and volunteers are to comply with legal requirements to hold, the appropriate child worker clearances under the Working with Children (Risk Management and Screening) Act 2000*

Ipswich Girls Grammar School will comply with legal requirements to hold a current positive suitability notice under the *Working with Children (Risk Management and Screening) Act 2000*. The IGGS Payroll officer will keep a copy of the current clearances and suitability notices (see Policy 10.1 – Quality Compliance)

The OSHC Coordinator will ensure that the service and its staff are aware of all legislative requirements and changes relating to the protection of children, including under the Education and Care Services National Law Act 2010 and Regulations 2011, Working with Children (Risk Management and Screening) Act 2000 and other relevant legislation.

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## 2.3 Educator to Child Ratios Policy

Educator to child ratios will be in keeping with, or better than, those set out in the *Education and Care Services National Regulations 2011*. In setting ratios, consideration will be given to the activities undertaken, the ages and abilities of the children and any special needs that the children may have as well as the ongoing obligation to ensure effective supervision.



### 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 (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Duty of Care*
- *National Quality Standard 4.1 Staffing arrangements enhance children's learning and development*
- *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 to child ratios, management will be guided by the Education and Care Services National Regulations 2011 and the Specific Provisions for Queensland (Part 7.5), which set out the following:*

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

*Children who may require additional support, assistance or attention are considered. This may include extra educators in accordance with funding and support arrangements for that child.*

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

*For excursions, educator to child 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;
- The transport to and from the proposed destination for the excursion;
- The number of adults and children involved in the excursion;
- Given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide effective supervision according to the ages and needs of the children, and whether any adults with specialised skills are required (e.g. life-saving skills); and
- The proposed activities and duration of the excursion.

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## 2.4 Arrivals and Departures of Children Policy

The service's responsibility for the child begins when the child enters the premises and ends when the child leaves the premises. For the safety and protection of children, and in keeping with Duty of Care considerations, the service has strict procedures regarding the arrival and departure of children and particularly the persons who may collect children from the 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*
- *Australian Government Department of Education Children's Services Handbook*
- *Duty of Care*
- *National Quality Standard 2.2 Each child is protected*
- *Policies: 2.3 – Educator to Child Ratios, 2.12 - Managing Duty of Care – Non-Attending Children, 2.14 – Bookings and Cancellations.*



### Procedures

#### HOURS OF OPERATION

<b>Before School Care: 6am-8.30am</b>	<b>After School Care: 2.30pm-6.15pm</b>
<b>Vacation Care: 6am-6.15pm</b>	<b>Pupil Free Days: 6am-6.15pm</b>

All children will be electronically signed in and out by the parent, guardian or other person whom the parent/guardian has nominated on the enrolment form, or subsequently in writing, as being authorised to do so (authorised nominee). All authorized parents, guardians or nominees will be required to set up digital code to sign children in/out.

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

Absences and non-signature sessions will be signed in or out by an educator and must be confirmed digitally by an authorised person at the child/ren's next session.

The service takes responsibility for the child when duly signed in by the authorised person, the child will remain the responsibility of the service until the child is duly signed out by the authorised person collecting her/him.

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

Where no written authority has been given, the parent/guardian may give permission by fax, email or telephone, for an alternative person to collect the child or for the child to leave the service unaccompanied. The parent must provide the name and description of any such person concerned and proof of their identity will be required on arrival.

No child will be permitted to travel home or to another activity on their own unless written direction or approval or, in an emergency, verbal direction or approval, is received from a known parent or guardian of the child. These records (including documentation of verbal approval) will be kept.

### **Unauthorised Collection**

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

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

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

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

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

### **Late Arrivals and Departures**

If children who are booked in to the service for care have not arrived within ten minutes of expected arrival, the service shall implement a process for locating the child. Check teacher kiosk to whether child is absent or departed school early. Then, contact Junior School reception on (Ext. 299) then the ring road (0407032328) and/or bus stop (0419006847) If the child cannot be located, then the parent/guardian will be contacted on the numbers provided. If necessary, the emergency contacts provided by parents/guardians will also be contacted.

If at closing time children have not been collected or parents have not made arrangements for collection within 5 minutes of normal closing time, parents/guardians will be contacted on the most recent numbers, and if necessary, emergency contact numbers provided by the parent/guardian.

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

### **Children Unaccounted for During the Program**

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

The Coordinator will undertake a rapid and comprehensive search of the service's approved area to locate the child. In the event that the child is not located, the child's parent/guardian will be notified, and the police shall be called.

An incident report will be completed and will include information such as:

- Date, time and location of the child when they were last accounted for;
- Details of the supervising educator and the circumstances surrounding their disappearance;
- Details of actions instigated to locate the child;
- What the child was wearing and any distinguishing features; and
- Time parent/guardians and other agencies were contacted.

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

### **Children Leaving Without Permission**

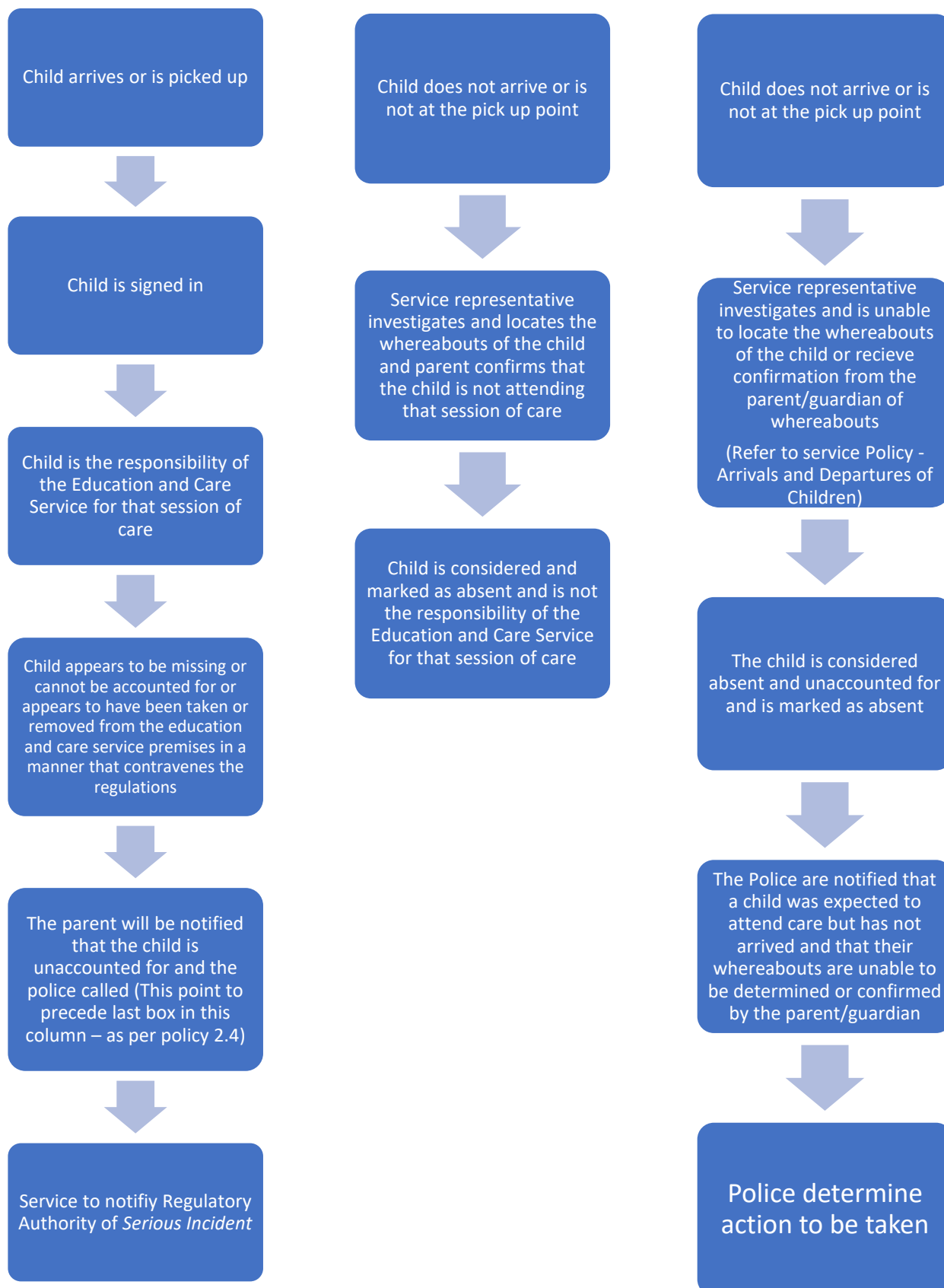
If a child leaves the service in any other circumstances and for any reason without permission, the Nominated Supervisor/Responsible Person will assess the situation immediately and will call the police and a parent / guardian as quickly as reasonably possible.

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

- *It will or may leave the other children in the service with insufficient supervision; and/or*
- *It will, or may expose that staff member to an unacceptable risk of personal harm.*

Date of Development	Date Ratified	Date of Review
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## 2.4.1 OSHC Arrival and Accountability Procedure





## 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 require an Approved Provider to notify the Regulatory Authority of information in respect of prescribed matters including incidents where the Approved Provider reasonably believes that physical and/or sexual abuse of a child has occurred or is occurring while a child is cared for at an education and care service, or, an allegation that sexual abuse of a child has occurred or is occurring while a child is being educated and cared for at a service. [National Regulation 175(2)(d)&(e)].



### 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*
- *National Quality Standard 2.2 Each child is protected*
- *Policies: 2.2 - Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.10 - Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 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 Nominated Supervisor of our service to enable the Nominated Supervisor to take appropriate action.

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

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

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

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

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

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

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 2.6 Behaviour Support and Management Policy

This service recognises the wide range of age groups that access Outside School Hours Care, the differing developmental needs of individual children and the variety of diverse backgrounds.

Behaviour support and management strategies play a vital role in providing a safe and happy environment for all children. Families, staff and children all have roles to play, as detailed in this policy. Behaviour support and management are approached through:

- Consistency, understanding and supporting children to self-regulate their behaviour;
- Respecting each individual child, preserving and promoting their self-esteem;
- Encouraging positive behavior using praise and effective programming; and
- Having regard to all principles as set out in the service Philosophy Statement.



### 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 in Australia*
- *National Quality Standard, Quality Area 5 Relationships with Children*
- *Policies: 2.1 - Respect for Children, 2.3 – Educator to Child Ratios, 2.7 – Exclusion for Behavioural Reasons, 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 3.10 – Observational Recording, 4.6 – Medication, 5.2 - Food and Nutrition, 9.3 – Communication with Families, 9.5 – Complaints Handling.*



### Procedures

Educators are trained to respond to various developmental stages of the differing ages of the children 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 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 provided 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 on a regular basis, reinforcing why they are important.

Educators are required to:

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

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, who are experiencing anger, frustration or fear, to move to another activity, or a prearranged downtime /safe place.

Educators are required to follow the service behavior management strategies and techniques, including completion of an incident report to be signed by the parent/guardian at the end of the day.

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

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

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## 2.7 Exclusion for Behavioural Reasons Policy

The service has a duty of care to all children and educators who attend or work at the service. If,

- A child exhibits inappropriate behaviour or behaviour which threatens the safety or wellbeing of any child or other persons in the service;
- In the Coordinator's reasonable opinion, the behaviour amounts, or may amount, to a threat to the safety or wellbeing of any child or other person in the service; and/or
- The behavior support and management procedures (see policy 2.6) have been properly applied first but without success, or the behavior presents such an immediate potential threat that it is not reasonably possible to apply those procedures;

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



### 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*
- *National Quality Standard, Quality Area 5 – Relationships with children and Quality Area 6 – Respectful relationships with families are developed and maintained and families are supported in their parenting role*
- *Policies: 2.1 - Respect for Children, 2.6 - Behaviour Support and Management, 3.10 – Observational Recording, 9.3 – Communication with Families, 9.5 – Complaints Handling.*



### Procedures

If, after following the Behaviour Support and Management Policy, the unacceptable behaviours continue:

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

Prior to the child's return, a meeting will be held between the Head of Junior School/Coordinator, parent and child to discuss possible strategies.

A behaviour support plan will be developed for including the child back into the program. If the child is included back and the same behaviour continues upon return, the child will be excluded permanently from the service.

Physical danger to child or others

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

The child will be excluded from the program effective immediately and the lifting of the exclusion will be at the discretion of the Coordinator and the Head of Junior School.

Exclusion from school

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

- Contact the school to confirm exclusion;
- Speak with the Head of Junior School to confirm if exclusion applies at the OSHC service; and
- Contact the parent to confirm exclusion from the service (in accordance with Head of Junior Schools direction).

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## 2.8 Anti-bullying Policy

The service has a duty of care to all children who attend as well as educators and staff who work within the service. The service is committed to providing a safe and caring environment, which fosters respect for others. This service will not tolerate bullying behaviours. 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 Regulations 2000*
- *Family and Child Commission Act 2014*
- *National Quality Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships*
- *Policies: 2.1 - Respect for Children, 2.6 - Behaviour Support and Management, 3.10 – Observational Recording, 9.3 – Communication with Families, 9.5 – Complaints Handling.*



### Procedures

Educators will:

- Model caring and tolerant behaviour towards children, parents and other staff members;
- Manage all observed or reported incidences of bullying as set out in this policy under “Responding to a Bullying Incident”;
- Carefully monitor children’s behaviour while participating in any of the service’s programs or activities;
- Encourage children to report any incidents of bullying that they are either involved in or witness;
- Protect the victim from further harm;
- Assist the bully to change his/her behaviour; and
- Keep a record of bullying behaviour by completing a service incident report.

**Children will be encouraged to**

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

**Parents will be encouraged to**

- Encourage their child to report if they are bullied;
- Watch for signs of bullying and speak to service educators if their child is being bullied or they suspect bullying;
- Work with the service in seeking a permanent solution;
- Model caring and tolerant behaviour when interacting with children, educators or other parents; and
- 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 parents will work together to stop all bullying as part of the 'zero tolerance' approach.

In the event of an observed or immediately reported incident (either by witness, victim or third party), an educator, while such an incident may still be occurring, will implement the following procedures:

- Intervene, mediate and discuss with the children involved and witnesses, an appropriate solution to the problem, including a back-up plan. Children are encouraged to use conflict resolution strategies;
- Implement the agreed upon solution and back-up plan if necessary; and
- Record incidents on appropriate forms.

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

- Interview with Coordinator and parents notified. Appropriate report on incident and management details completed. Appropriate consequences for incident discussed and implemented; and
- Monitor and review implementation of consequences.

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

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## 2.9 Inclusion and Anti-bias Policy

The service supports the principles of equity and justice through implementing inclusive and anti-bias practices. Our aim is to embed equal opportunities and respectful relationships irrespective of nationality, race, religion, gender and/or special needs. Through inclusive practices, educators support each child to achieve a strong sense of belonging and achievement and to recognise and challenge bias. Programs and environments which support inclusion and anti-bias will be regularly reviewed and assessed, and changes implemented to address inequalities.



### 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 in Australia*
- *National Quality Standard, Quality Area 5 – Relationships with children and Quality Area 6 – Collaborative partnerships with families and communities*
- *Policies: 2.1 - Respect for Children, 2.6 – Behaviour Support and Management, 2.11 – Including Children 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

#### Parents 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; and
- Be informed via family handbook, 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 in in-service training;
- Self –evaluate and monitor their biases concerning gender, stereotypes or other differences between children;
- Ensure their behaviours comply with the service's policies and code of conduct;
- Utilise the parent's expertise in relation to their child's needs and communicate effectively with parents;

- Collaborate with the local community of the service;
- Show respect for the various ways that families care for their children and be aware of different child-rearing practices and beliefs;
- Incorporate into the program advice identified through consultation with other professionals, the child's family and those with particular expertise in relevant areas; and
- Ensure that their interactions with children:
  - Promote gender equality;
  - Promote equality regardless of race, culture or other differences;
  - Encourage children to develop to their full potential regardless of different abilities or needs; and
  - Acknowledge and value children's unique and individual strengths and differences.
- Implement a range of practices to actively counteract bias or prejudice such as:
  - Provide a variety of experiences that promote the diversity of children's social, cultural, linguistic and ability backgrounds;
  - Use anti-bias language when communicating with children and families;
  - Talk to children about differences in positive ways;
  - Celebrate occasions that are relevant to a variety of cultures;
  - Share information with children about different cultures and ability backgrounds;
  - Provide inclusive models when discussing family structures with children;
  - Provide inclusive resources, experiences and materials;
  - Provide information for children and families in other languages when appropriate;
  - Display posters and materials that are representative of a variety of social, cultural, linguistic and ability backgrounds; and
  - Ensure 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 non-biased;
- 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 promote diversity and inclusion;
- 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 Educator Handbook and induction and orientation package; and
- Include information regarding the service's commitment to inclusive practices and anti-bias in the Family Handbook given to families on enrolment.

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

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

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

Harm may be categorised in the following types:

- Physical abuse, for example, beating, shaking, burning, biting, causing bruise or fractures by inappropriate discipline, giving children alcohol, drugs or inappropriate medication;
- Emotional or psychological abuse, for example, constant yelling, insults, swearing, criticism, bullying, not giving children positive support and encouragement;
- Neglect, for example, not giving children sufficient food, clothing, enough sleep, hygiene, medical care, leaving children alone or children missing school; and
- Sexual abuse or exploitation, for example, touching inappropriately, sexual jokes and/or exposing children 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*
- *National Quality Standard 2.2 Each child is protected*
- *Policies; 2.1 - Respect for Children, 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 suspicions of harm or situations where information is disclosed to them by a child or by a member of the child's family or other person.

For educators who suspect that a child is being abused, an appropriate response should include the following:

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

Educators shall report disclosures or suspicions of harm in a confidential manner to the service Nominated Supervisor, Coordinator and/or Approved Provider who will take the following action:

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

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

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

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## 2.11 Including Children with Special/Additional Needs Policy

The service recognises that additional support may be required when including children with special needs into the program. These procedures will support the successful inclusion of children with special/additional needs through implementing practices which are conducive to a supportive environment for the children, families and 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*
- *Disability Discrimination Act 1999*
- *QLD Anti-Discrimination Act 1991*
- *Inclusion and Professional Support Program Guidelines (2013-2016)*
- *National Quality Standard, Quality Area 5 – Relationships with children and Quality Area 6 – Collaborative partnerships with families and communities*
- *Policies: 2.1 - Respect for Children, 2.3 - Educator Ratios, 2.9 – Inclusion and Anti-bias, 4.9 - Children's Toileting, 9.1 - Access, 9.2 – Enrolment, 9.3 – Communicating with Families.*



### Procedures

The parent/guardian will be required to provide relevant information upon enrolment which pertains to the child's special/additional needs. This shall be in response to appropriate questions on the enrolment form and may be included as part of an interview process.

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

The service shall have the right to request any information in regard to the child'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/guardian permission shall be requested should the service wish to contact the Inclusion Support Provider (ISP). This shall be in the format as required by the ISP.

The service shall contact the Inclusion Support Provider to obtain advice and information about the inclusion process as required.

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

The service shall appropriately assess their capacity to include the child within the service through conducting a risk management process if necessary.

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

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

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## 2.12 Managing Duty of Care – Children who arrive at the service without a booking

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

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

For whatever reason assistance is sought, the SAC 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 to ensure the safety and wellbeing of the child.



### 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*
- *National Quality Standard 2.2 Each child is protected*
- *Policies: 2.3 – Educator to Child Ratios, 2.4 – Arrivals and Departures of Children, 9.2 – Enrolment, 9.3 – Communication with Families.*



### Procedures

The service shall endeavour to establish a mutually beneficial relationship with the school (if appropriate) to ensure that the duty of care is upheld by all parties involved. To this extent the service will accept any children if they are not booked into service.

The Coordinator shall observe the following procedure when recording self-referred children as attending and who are currently enrolled at the service:

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

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

- Make reasonable attempts to call parents or authorised persons known to the child;
- Ensure the children are safe and secure but not participating in the activities of the service; and
- 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 Policy

The service acknowledges the privacy of families and right to give approval for the use of photographic and video images of their child that support and promote their involvement in relevant program and activities. Parent permission is obtained prior to any photographs/videos of children being taken or displayed.



### 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 Regulations 2000*
- *National Quality Standard, Quality Area 1 – Educational Program and Practice*
- *Policies: 2.1 - Respect for Children, 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/guardians shall be required to authorise permission for images of their children to be taken and used by the service on the OSHC enrolment forms. Parents/guardians shall also be informed of the procedure for processing photographic images.

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

Parental and/or guardian special permission will be requested for photographs taken and intended to be used for promotional purposes outside of the local community.

Employees of the service shall only be permitted to photograph children using equipment owned solely by the service.

Processing of photographs shall be conducted within the service using the printing equipment available.

To protect the privacy of families, children will be encouraged not to photograph other children or educators with their own electronic devices.

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## 2.14 Bookings and Cancellations 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's bookings and cancellations. This will ensure future needs of the service can be assessed through the maintenance of appropriate waiting lists and availability of places.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Australian Government Department of Education and Training – Child Care Provider Handbook*
- *National Quality Standard 7.1 Governance supports the operation of a quality service*
- *Policies: 2.3 - Educator Ratios, 2.4 - Arrivals and Departures of Children, 3.5 - Excursions, 9.2 - Enrolment, 9.3 - Communication with Families, 10.4 - Fees.*



### Procedures

#### Before and After School Care

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

- A completed enrolment form meeting the requirements of a complying written agreement (CWA) is received for that child prior to their attendance at the service; and
- Parents/guardians are made aware of the service policies and procedures and have been provided with appropriate information in respect of the booking processes.

All staff shall be trained in the taking of bookings.

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

All fees associated with routine 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.

Casual bookings shall attract a higher fee due to the nature of the booking and irregular pattern of attendance.

Casual bookings shall only be available to families where the service has vacancies.



The IGGS Accounts Department (on behalf of the service) shall comply with reporting of bookings requirements as prescribed by the Australian Government Department of Education and Training through the Child Care Provider Handbook.

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

At the end of each calendar (school) year, the service will manage routine bookings for before and after school care using one of the following options:

All routine bookings for before and after school care are cleared and become vacancies. Families will be required to complete a new booking form with notification of booked days for the coming school year; OR

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 service's own priority of access policy in determining who may fill that vacancy.

Changes to bookings - parent/guardian/authorised persons must submit a newly completed booking form.

If a message is received via the child, the parent/guardian will be contacted to confirm the change of arrangements and a booking form will be issued in person or via email.

### **Vacation Care**

In relation to Vacation Care and Pupil Free Days, bookings shall be completed on an appropriate booking form distributed with the program.

Cancellation of bookings for vacation care must be made with 4 working days' notice or a fee, equal to the fee for that session will be charged. Excursion fees may apply.

### **Absences from Child Care**

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

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

### **Additional Absences**

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

- the child, the individual who cares for the child, the individual's partner or another person with whom the child lives is ill
- the child is attending preschool
- alternative arrangements have been made on a pupil-free day
- the child has not been immunised against a particular infectious disease, the absence occurs during an immunisation grace period and a medical practitioner has certified that exposure to the infectious disease would pose a health risk to the child
- the absence is because the child is spending time with a person other than the individual who is their usual carer as required by a court order or a parenting plan
- the service is closed as a direct result of a period of local emergency
- the child cannot attend because of a local emergency (for example, because they are unable to travel to the service), during the period of the emergency or up to 28 days afterwards
- the individual who cares for the child has decided the child should not attend the service for up to seven days immediately following the end of a period of local emergency.

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

### Permanent Cancellation of Care

Families are required to give a minimum of two weeks' notice, in writing, to advise the service of the permanent cancellation of their booking.

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

### **Priority of Access**

Priority will be given to:

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

The service's Priority of Access for filling a vacancy is as follows:

- the booking is routine
- the child attends the IJGS
- the child is a sibling of a child/ren currently routinely attending the service
- the child is at risk of serious abuse or neglect
- the child is higher on the waiting list whose sole parent, or parents both satisfy the activity test through paid employment

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## 2.15 Children's Property and Belongings Policy

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



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Duty of Care*
- *National Quality Standard, Quality Area 1 – Educational program and practice and Quality Area 2 – Children's health and safety*
- *Policies: 2.1 - Respect for Children, 2.9 - Inclusion and Anti-bias, 2.17 – Children Accessing the Internet, 2.18 – Cyber-bullying, 2.19 – Children'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):

- Footwear;
- Clothing;
- Hats; and
- Bags, lunch boxes and water bottles.

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

The OSHC Parent Information Booklet shall inform parents/guardians of appropriate personal belongings required at the service.

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

- Actively encourage children to care for their belongings;
- Remind children 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;

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

Throughout special program times i.e. Vacation Care or Pupil Free Days, the children may on occasion, and when advised 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.

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

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

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

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## 2.16 Promoting Protective Behaviours Policy

The service considers its role in the protection of children of utmost importance and therefore takes a proactive approach in supporting families and children through promoting protective behaviours to ensure children'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 Regulations 2000*
- *Duty of Care*
- *National Quality Standard 2.2 Each child is protected*
- *Policies: 2.1 – Respect for Children, 2.2 - Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.10 - Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 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's personal safety and promotes the wellbeing of all children at all times.

Coordinators and educators support children'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 to interact and/or physically touch other children in a safe and non-threatening way;
- Building on children's problem solving, reasoning and communication skills (e.g. brainstorming safe strategies for unsafe situations).

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

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

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

Coordinators liaise with school administration to develop awareness of personal safety programs provided within the school setting. These events are communicated to educators to prepare them for children'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 to be included as part of the service program.

Reference: ACSEA. (2006). *employee manual*. Brisbane: ASCEA.

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	January2020

## 2.17 Children Accessing the Internet Policy

The service acknowledges that children 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 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 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*
- *Child Protection Act 1999 and Regulations 2000*
- *Privacy Act 1988 and Regulations 2013*
- *'My Time, Our Place' Framework for School Age Care in Australia*
- *Duty of Care*
- *National Quality Standard, Quality Area 1 – Educational program and practice; National Quality Standard 2.2 Each child is protected*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.8 – Anti-Bullying, 2.15 – Children'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, dogpile 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.

Software will be installed by the school IT department 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 in accordance with relevant aspects of the service's behaviour support guidelines.

In collaboration with the children, the service will develop and implement guidelines for accessing the computers/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 families.

The services will make available to children and family's relevant information about protecting children online and may include such material in service newsletters or other correspondence to children and families. (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'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.

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

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

Family Responsibilities

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

## References

ACSEA. (2006). *employee manual*. brisbane: ASCEA.

Date of Development	Date Ratified	Date of Review
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## 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 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 families, becomes known.

This policy aims to articulate the rights and responsibilities of employees, volunteers, children 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*
- *National Quality Standard 2.2 Each child is protected; National Quality Standard, Quality Area 5 – Relationships with children*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.8 – Anti-Bullying, 2.15 – Children’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 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’; and

- 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 or families are accessing ICT equipment or devices at the service.

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

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

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

Mobile phones will only be permitted to be used solely by the child who has bought it to school in the presents of an educator/coordinators office.

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.

Educators will ensure children 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 to follow guidelines and strategies for dealing with instances of cyber-bullying, as detailed in the service's Online Safety Agreement.

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

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

ACSEA. (2006). *employee manual*. brisbane: ASCEA.

Date of Development	Date Ratified	Date of Review
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## 2.19 Children'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 interests of children. Therefore this policy aims to establish guidelines for children's media viewing while at their SAC 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 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*
- *National Quality Standard, Quality Area 1 – Educational program and practice*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.15 – Children'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 licenses 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's media viewing is incorporated as part of a varied and balanced program designed to enhance children's learning and experiences while in care.

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

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

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

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, whether provided as part of the service program or bought from a child's home, is age appropriate and consistent with the Australian Film and Literature Classifications (G) or (PG).

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

#### Family Responsibilities

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

## References

ACSEA. (2006). *employee manual*. brisbane: ASCEA.

Date of Development	Date Ratified	Date of Review
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## 2.20 Supervision of Children Policy

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



### 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 (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Duty of Care*
- *National Quality Standard 2.2 Each child is protected*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children From Harm, 2.3 – Educator Ratios, 2.4 – Arrivals and Departures of Children, 2.6 – Behaviour Support and Management, 2.8 – Anti-bullying, 2.11 – Including Children with Special/Additional Needs, 2.12 – Managing Duty of Care – Non-Attending Children, 2.17 – Children Accessing the Internet, 2.18 – Cyber-bullying, 2.19 – Children’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, 3.13 – Water Activities and Safety, 4.9 – Children’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’: Knowing and accounting for, the activity and whereabouts of each child in care and the proximity of educators to children at all times to ensure the immediate intervention of educators to safeguard a child from risk of harm.

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

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

The service adheres to the educator to child ratios as prescribed in the *Education and Care Services National Law Act 2010 and Regulations 2011*, ensuring that educators counted in the ratios are directly working with children (refer to Educator to Child Ratios Policy 2.3)

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

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 consideration of:

- The type of activity (e.g. excursion, swimming);
- The age and capabilities of the children undertaking the activity;
- The area in which the activity will be conducted; and
- The age and skill of educators supervising.

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, without prior arrangement with the Coordinator.

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

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

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

Educators will be required to do regular head counts and use educator communication methods when supervising activities indoor or outdoor activities.

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

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

- Given guidance and instruction when setting up the environment and/or activities;
- Instructed on the use of various staff communication methods (e.g. use of walkie talkie);
- Aware of the procedures for children accessing the toilet;
- Made aware of children's individual health and or medical needs and any relevant emergency management plans;
- Made aware of any identified hazards and/or risks to children and the control measures in place;
- Made aware of the children in care, the group dynamics and behaviour strategies that may be useful; and
- Made aware of any children in care with special/additional needs.

Risk assessments will be developed for high-risk activities, excursions and incursions which specifically identify the number of supervising educators required for the relevant activity. All risk assessments must be read and signed off by educators to acknowledge 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 in the water.

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

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

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

## References

Queensland Children's Activities Network. (2013). *PANOSH Fact sheet #3 - Adequate supervision*. Retrieved from PANOSH - Physical Activity Outside School Hours: [www.panosh.com.au](http://www.panosh.com.au)

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## 2.21 Children's Transition to OSHC Policy

The service recognises and acknowledges the importance of ensuring children 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 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*
- *National Quality Standard, Quality Area 1 – Educational program and practice; Quality Area 2 – Children's health and safety; Quality Area 5 – Relationships with children; Quality Area 6 – Collaborative partnerships with families and communities*
- *Policies: 2.1 – Respect for Children, 2.4 – Arrivals and Departures of Children, 2.6 – Behaviour Support and Management, 2.11 – Including Children 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 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 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.

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

As part of the enrolment process, an enrolment pack will be provided to families. The enrolment pack includes the OSHC Parent Information Handbook which includes educator information. Relevant Policies and Procedures are included in this handbook that are 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 will be invited 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; and
- Observe children involved in activities.

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

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

Children starting at the service who are in Prep will be escorted to the classroom on being signed out from Before School Care and signed in on an electronic device before being escorted from the classroom to After School Care by an educator. Educators will support children 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 through regular and genuine interactions and conversations. Educators will talk to children about their interests and seek their suggestions for activities they would like to be involved in.

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

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## 2.22 Departures of Children with Self Care or Sibling Care Arrangements Policy

The service recognises that families may permit their children 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 Department of Education Children's Services Handbook
- Duty of Care
- Queensland Criminal Code 1899
- *National Quality Standard 6.1 Supportive relationships with families; 2.2 Each child is protected*
- *Policies; 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.4 – Arrivals and Departures of Children, 9.2 – Enrolment, 9.3 – Communication with Families*



### Procedures

The service will apply the following procedure for children 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
  - 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 will be asked to phone the service once they have been notified that their child has arrived safely at home or at their next activity;
- Families will be asked to mediate with the Head of Junior School in determining the capacity of their own children to enter into self-care arrangements.

## Definition

The Queensland Criminal Code 1899 (Section 364A) states:

- A person who, having the lawful care or charge of a child under 12 years, leaves the child for an unreasonable time without making reasonable provision for the supervision and care of the child during that time commits a misdemeanour. Maximum penalty is three years imprisonment.
- Whether the time is unreasonable depends on all the relevant circumstances.

## References

<https://det.qld.gov.au/earlychildhood/family/Documents/pdf/pts-home-alone.pdf> (retrieved December 2017)

[http://raisingchildren.net.au/articles/australian\\_laws\\_about\\_leaving\\_children\\_alone.html#QLD](http://raisingchildren.net.au/articles/australian_laws_about_leaving_children_alone.html#QLD)  
(retrieved December 2017)

Date of Development	Date Ratified	Date of Review
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## Fact Sheet - Home Alone

<https://det.qld.gov.au/earlychildhood/family/Documents/pdf/pts-home-alone.pdf>

## 2.23 Interactions and Relationships with Children Policy

The service encourages all educators to build positive relationships with children that make them feel safe and supported in the service. The service encourages interactions with children to be authentic and responsive and be based on fairness, equity, acceptance, empathy and respect for the child's culture, rights and community. The rights of the child will be paramount when interacting and building relationships. Educators will encourage positive relationships and interactions between children 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
- United Nations Convention on the Rights of the Child
- *National Quality Standard, Quality Area 5 – Relationships with children*
- Policies; 2.1 – Respect for Children, 2.6 – Behaviour Support and Management, 2.8 – Anti-Bullying, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children 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 of Employees



### Procedures

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

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

The Coordinator shall:

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

Educators, volunteers and other staff will:

- Respond sensitively and appropriately to children's efforts to communicate, and to initiate interactions and conversations;
- Encourage children to initiate conversations about their experiences, express their ideas and feelings, share humour and seek assistance as they take on new challenges;

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

### Supporting Children through Difficult Situations

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

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

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

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

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## 2.24 Children's Participation and Decision-Making Policy

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

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

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



### 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*
- *National Quality Standard, Quality Area 1 – Educational program and practice; Quality Area 5 – Relationships with children*
- *Policies: 2.1 – Respect for Children, 2.11 – Including children with Special/Additional Needs, 2.19 – Children's Media Viewing, 2.23 – Interactions with Children, 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, 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 in the decision-making process of the service contributes to the learning outcomes for children as articulated in the 'My Time, Our Place': Learning Framework for School Age Care in Australia.

**The Service will:**

- Ensure children are consulted about the environment and program in which they participate;
- Ensure different communication strategies of children, such as body language, facial expression, the manipulation of objects and/or conversation are used to support child-initiated activities and programs;
- Ensure children participate in decision making processes;
- Facilitate children's meetings, recording and documenting their conversations and ideas Educators or other children shall act as a scribe for what children say, making notes for further follow up; and
- Ensure children's views are actively sought and discussed with their responses and perspectives planned into the program with respect and authenticity.

**Educators will:**

- Ensure child-initiated, shared-decision making happens across all aspects of the service;
- Empower children to access and learn from their own life experiences as well as those of their peers and adults around them;
- Be active listeners, observers, scribes and sounding boards for children;
- Respect the age and stage of development of the children during decision making. Educators may use different levels of participation as appropriate:
  - Child initiated, shared decision making with adults;
  - Child initiated and directed – adults provide a supportive role; and
  - Adult initiated, shared decision making with children.
- Consult children about how their input will be used and advised of the outcomes of the decisions made; and
- Ensure children have a voice in their level of participation including:
  - Areas of interest they would like to explore;
  - Where and how they would like to play, with others, or alone;
  - What they would like to use;
  - The adults with whom they feel comfortable and secure;
  - When and what they would like to eat; and
  - How they prefer to sleep or rest.

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## 2.25 Statement of Intent for Children's Play Policy

The service acknowledges and recognises the importance of play for children's physical development and social and emotional wellbeing, as well as the benefits of allowing children of all ages and abilities to experience challenging opportunities in a variety of environments. The service understands and accepts that children 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 minimise 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*
- *National Quality Standard, Quality Area 1 – Educational program and practice*
- *Policies: 2.1 – Respect for Children, 2.3 – Educator Ratios 2.6 – Behaviour Support and Management, 2.9 – Inclusion and Anti-bias, 2.11 – Including children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 2.24 – Children'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 can play, either in groups or alone.

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

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

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

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

### Educator Responsibilities

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

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

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

When planning play opportunities for children, educators will:

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

Children's learning outcomes are facilitated through educator observation and evaluation of children's play. The outcomes articulated in 'My Time, Our Place' are:

- Children have a strong sense of identity;
- Children are connected with and contribute to their world;
- Children have a strong sense of wellbeing;
- Children are confident and involved learners; and
- Children are effective communicators;

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

## References

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))

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**Policy Group 3:****Program**

### **3.1 Educational Program Development and Implementation Policy**

Using the approved learning framework, *My Time, Our Place: Framework for School Age Care in Australia*, the appointed Educational Leader of a SAC service, in consultation and collaboration with educators, children and families, leads the development and implementation of the educational program and assessment and planning cycle. The education program will be developed and implemented to cater for the diversity of ages, developmental needs, skills, interests and abilities through a variety of challenging and meaningful leisure and recreational activities. In providing opportunities for children, the service recognises the importance of play, relationships, collaborative decision making and respect for diversity.



#### **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: 1.1, 1.2; 2.1, 2.2; 3.1, 3.2, 3.3; 4.1; 5.1, 5.2; 6.1, 6.2, 6.3; 7.1, 7.2.
- Policies: 2.11 – Including Children 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 Leader.



#### **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 key stakeholders including children, families and colleagues.

The Educational Leader shall support and guide staff in the planning, evaluation, development and implementation of programs and experiences for the children consistent with this policy and, in particular, which:

- Demonstrate that the five learning outcomes provide a focus for the activities and experiences planned and curriculum decision making for individuals and groups of children;
- Takes a holistic view of children's learning, focusing on their physical, personal, social, emotional and spiritual wellbeing;

- Are built around routines, i.e. arrival, hand washing, eating, play etc.;
- 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 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's ideas, culture and interests to ensure the experiences are relevant and engaging;*
- *Promotes the children's sense of belonging, connectedness and wellbeing by taking an interest in the individual needs, interests, culture, views and abilities of the children;*
- *Provides a variety of indoor and outdoor experiences, open ended resources, natural elements and materials suited to the age, developmental ranges and diversity of all children attending the service;*
- *Provides appropriate opportunities for children as individuals and small groups to follow and extend their interests;*
- *Provides appropriate opportunities for children to participate in physical play, accepting and acknowledging each child's level of participation according to their age, abilities and interest;*
- *Provides appropriate opportunities for children to express themselves through creative and imaginative play, including elements of music, dance, drama, etc.;*
- *Provides appropriate opportunities for children to develop a range of life skills such as establishing and maintaining meaningful relationships, working collaboratively with others and self-regulating their own behavior;*
- *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;*
- *Provides appropriate opportunities for children to broaden their understanding of the world in which they live by reflecting the multicultural and multilingual nature of the local community and demonstrating a positive approach towards diversity and Australia's Aboriginal and Torres Strait Islander heritage;*
- *Encourages and provides appropriate opportunities for families to participate in shared decision making and give feedback about the program and their child's learning; and*
- *Applies the principle of equal opportunity to the service's program. Children, regardless of gender, cultural, racial, religious or other background, will be encouraged to participate in a wide range of activities.*
- 

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

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

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

Where possible, the program allows and encourages children to complete long-term projects.

### **Definitions**

**Program;** *In the school age care setting ‘all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children’s wellbeing, development and learning.’*

### References

Australian Government (2011) My Time, Our Place – Educator Guide

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## 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
- *'My Time, Our Place' Framework for School Age Care in Australia*
- *Privacy Act 1988 and Regulations 2013*
- National Quality Standard, Quality Area 1 – Educational program and practice
- Policies: 2.13 – Use of Photographic and Video Images of Children, 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

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

Educators will regularly seek feedback and information from families in relation to their child/ren and their participation in the programs delivered by the service. This information may be gained through face to face conversations, surveys, enrolment forms and/or other effective means.

Through regular team meetings, the Coordinator/Educational Leader, educators and other staff will draw on the diverse knowledge, views and experiences of each other when reviewing the experiences planned to ensure that all children 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, experience evaluations and learning stories, to ensure the identified learning outcomes for each child are promoted. Critical reflection involves closely examining all aspects of events and experiences from different perspectives.

Children'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.

Children's comments, suggestions and feedback are recorded and will be reviewed at regular team meetings for activities and experiences that could be implemented into the program.

Families are invited through newsletters and 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:

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

The Educational Leader will, on a weekly basis and taking into account the written evaluations of educators, reflect on and evaluate the planned and spontaneous experiences to ensure the identified goals and learning outcomes were achieved. These evaluations will inform future programming decisions in collaboration with all educators and children.

The Coordinator/Educational Leader and educators will, through an ongoing process of self-evaluation, monitor, evaluate and review the program delivery in line with the National Quality Standard and to ensure they fulfill 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 Approved Provider 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.

## Resources

Australian Government (2010) My Time, Our Place – Framework for School Age Care in Australia

Australian Government (2011) My Time, Our Place – Educator Guide

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### 3.3 Educator Practice Policy

The service is committed to providing quality outcomes for children through ensuring that educator practice reflects the service's statement of philosophy and goals, and the Principles as outlined in 'My Time, Our Place': Framework for School Age Care. The service uses the OSHC Professional Standards for Educators to guide educator practice and decision making within the service and provides opportunities for educators to acquire the skills and knowledge to enable them to fulfill their role.



#### Relevant Laws 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*
- *National Quality Standard, Quality Area 4 – Staffing arrangements 4.2 Professionalism*
- *Policies: 2.11 – Including Children 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

Educators will be supported in their daily practice to:

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



- Reflect on planning and implementation of activities in relation to the 'My Time, Our Place' Framework for School Age Care in Australia and their knowledge of the children's current learning and development through regular completion of activity observations and/or learning stories;
- Support all aspects of children's health, ensuring that their individual health and wellbeing requirements are met and supporting them to learn about healthy food, drink and lifestyle choices;
- Demonstrate a commitment to children's health and safety through role modeling hygiene and sun safe practices, complying with service policies and procedures relating to the environment and/or equipment and supporting children to negotiate play spaces to ensure the safety and wellbeing of themselves and others;
- Support a balance of indoor, outdoor, planned and spontaneous physical activities and passive experiences for children by encouraging participation in new and/or unfamiliar activities and accepting the children's level of involvement according to their skill and ability;
- Demonstrate a commitment to ensuring children are protected through compliance with service policies and procedures relating to the safety and/or collection of children in the care of the service;
- Demonstrate a commitment to regularly review and update knowledge and/or skills and practices in line with current professional standards and/or guidelines through the development and implementation of a professional development plan, in conjunction with the Coordinator and in line with identified service needs;
- Support other educators to achieve the goals as outlined in the service philosophy and goals by sharing expertise, modeling best practice, providing feedback and leading discussions at regular team meetings;
- Support families through creating an inclusive and welcoming environment where sharing of information about their child is encouraged, concerns are responded to in a prompt and courteous manner, suggestions and/or ideas for improvement are acknowledged and additional support agencies are accessed if required; and
- Support and encourage families and children's involvement in their local and wider community, through participation in appropriate projects and/or events and engaging children in sustainable practices within the service.

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## 3.4 Homework Policy

To support families and children, the service will endeavour to provide adequate time, quiet space and supervision to enable children to do their homework as necessary, with the express understanding that time in school age care may be the optimal opportunity for homework completion. Children will not be forced to do homework if they are not willing.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *National Quality Standard, Quality Area 1 – Educational program and practice; 6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role*



### Procedures

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

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

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

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

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## 3.5 Excursions Policy

This service will include excursions as a valuable part of its overall program. Excursions will provide enjoyment, stimulation, challenge, new experiences and a meeting point between the service and the wider community. Risk assessments will be conducted and all safety precautions identified and maintained, and parent permission will be obtained before a child is taken on an excursion.



### 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*
- *Family and Child Commission Act 2014*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Duty of Care*
- *National Quality Standard, Quality Area 1 – Educational program and practice; 2.2 Each child is protected*
- *Policies: 2.3 – Educator Ratios, 3.1 – Educational Program Planning, 3.6 – Transport for Excursions, 3.11 – Escorting Children, 10.9 – Risk Management and Compliance.*



### Procedures

Children's age, interests and abilities will be taken into consideration when planning excursions.

Comments and suggestions from children 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 to all families.

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

The Approved Provider will approve all excursions.

When planning an excursion and including water-based activities, the Coordinator will conduct a risk assessment including strategies and procedures for managing children whilst undertaking such activities. Strategies could include the involvement of qualified educators and supervision management plans.

Limited bookings impacting viability may result in the excursion being cancelled. The Bookings and Cancellations Policy (see policy 2.14) will apply to all excursions.

Prior to an excursion

A risk-assessment must be conducted

The Coordinator or nominated person will contact by phone or visit the excursion venue and perform a risk assessment. As per the National Regulations, the risk assessment must consider:

- The proposed route and destination for the excursion;
- Any water hazards and/or risks associated with water-based activities;
- The transport to and from the proposed destination for the excursion;
- The number of adults and children involved in the excursion;
- 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. life-saving skills);
- The proposed activities and duration of the excursion; and
- A list of items that should be taken on the excursion (e.g. mobile phone, emergency contacts).

Authorisation from parent or other, with authorisation as per enrolment form, to take the child outside of the service will be sought. Excursion permission form (3.5.1) will be used when an excursion is planned during term time. An excursion permission form will be part of the vacation care enrolment form.

Excursion permission will be required to be signed by a parent/guardian prior to every excursion and contain the following information as a minimum:

- The child's name;
- The reason the child is to be taken outside the premises;
- Excursion date;
- Description of the destination;
- Method of transport;
- Proposed activities to be undertaken;
- Departure and return times (the period of time to be away from the premises);
- Anticipated number of children likely to be attending the excursion
- The anticipated ratio of accompanying educators to anticipated number of children;
- Anticipated number of staff members or other adults to accompany and supervise the children: and
- That a risk assessment has been prepared and is available at the service.

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

Adequate steps will be taken when selecting transport. (See Policy 3.6 – Transport for Excursions).

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.

The Coordinator will ensure the excursion checklist (see 3.5.2) is completed prior to departing for the excursion.

### During the Excursion

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

- *First aid kit, medications and forms, and medical management plans and medical devices as required;*
- *Attendance record/roll and staff roster;*
- *Emergency contact details and numbers for children 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's experiences.

Head counts will be made at regular intervals and when moving from one area to another.

Educators will supervise children, ensuring educator to 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.

Educators will satisfy themselves that the environment is safe for use before allowing the children access to it.

Children will not be left in the sole care and custody of bus drivers or any other persons during excursions; educator to child ratios as identified on the risk assessment will continue to apply during excursions (see Policy 2.3 – Educator to Child Ratios).

In the event of injury occurring during an excursion, procedures as set out in the Illness and Injury Policy (see Policy 4.5) will be followed.

### After the Excursion

Educators will either complete an excursion evaluation form (see 3.5.3) or write in the Excursion Evaluation Book to give the Coordinator their review.

At the next team meeting, the children's learning and wellbeing outcomes on the excursion will be evaluated.

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Ipswich Junior Grammar OSHC – Term Time only**3.5.1 Excursion Permission Form**

Planned Excursions for the ..... holiday period.		
For the service to take your child on an excursion and away from the OSHC premises your <u>written authorisation</u> is required. Please complete the form below and return it to OSHC as soon as possible as spaces may be limited.		
<b>**Please note**</b> - A four Business day cancellation of booking period applies. - Risk assessments for each planned excursion are available for viewing at the OSHC office.		
<i>I give permission for my child/ren to participate in the excursion/s as indicated below:</i>		
Date:	Venue	
Proposed Activities:		
Method of Transport:	Departure time:	Return Time:
No. of children:	Staff:	Ratio:
Child/ren's Name/s:	1.	
	2.	
	3.	
	4.	
Parent/Guardian Name		
Signature		
Date		



### 3.5.2 Excursion Risk Management Plan

#### Excursion Details

<b>Date of Excursion</b>		<b>Excursion Destination</b>	
<b>Departure Time</b>		<b>Arrival Time</b>	
<b>Proposed Activities</b>		<b>Water Hazards? Please Give details in risk assessment</b>	
<b>Method Of Transport</b>		<b>Proposed Route</b>	
<b>Excursion Co-Ordinator</b>	<b>Name:</b>		
	<b>Contact Number(s):</b>		
<b>Number of Children Attending</b>		<b>Number of Educators / Parents / Volunteers</b>	
<b>Educator to Child Ratio</b>		<b>Does this excursion warrant a higher ratio? Explain.</b>	

#### Excursion Checklist

<input type="checkbox"/> <i>First Aid Kit</i>	<input type="checkbox"/> <i>List of adults participating in the excursion</i>
<input type="checkbox"/> <i>List of children attending the excursion</i>	<input type="checkbox"/> <i>Contact information for each adult</i>
<input type="checkbox"/> <i>Contact information for each Child</i>	<input type="checkbox"/> <i>Mobile phone / other means of communicating with the service &amp; emergency services</i>
<input type="checkbox"/> <i>Medical information for each Child</i>	<input type="checkbox"/> <i>Other Items (please list):</i>

#### Risk Assessment

Activity	Hazard Identified	Risk Assessment (use matrix)	Elimination / Control Measures	Who	When


Plan Prepared by	
Prepared in consultation with	
Communicated to:	
Venue and safety information reviewed and attached?	No. Comment if needed:
Reminder: Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or significant change occurs	

**Risk Matrix**

		Consequence				
		Insignificant	Minor	Moderate	Major	Catastrophic
Likelihood	Almost Certain	Moderate	High	High	Extreme	Extreme
	Likely	Moderate	Moderate	High	Extreme	Extreme
	Possible	Low	Moderate	High	High	Extreme
	Unlikely	Low	Low	Moderate	High	High
	Rare	Low	Low	Low	Moderate	High



### 3.5.3 Educator Excursion Evaluation

	Excellent	Good	Satisfactory	Unsatisfactory
Transport safety				
Transport suitability				
Provision of sheltered areas for hot and wet weather				
Provision of storage areas for bags and/or equipment				
Provision of equipment for play				
Safety of equipment/ Location of first aid and phone facilities				
Suitability of environment such as lighting, noise, crowds, set up				
Provision of toilet facilities				
Food/drink facilities (BBQ, kiosk, drink taps)				
Facilities for people with disabilities				
Management and staff of venue				
Supervision				
Staff interactions with children				
Children's level of interest/enjoyment				
Suitability to a range of abilities				
Cultural/linguistic relevance				
Age group most interested	4-6	7-8	9-10	11-12

Identify and explain the learning outcomes met by the children attending this excursion.

Would you make any changes to the excursion?

Would you recommend this excursion in the future?

Yes

No

Educator name: \_\_\_\_\_ Sign: \_\_\_\_\_ Date: \_\_\_\_\_

## 3.6 Transport for Excursions Policy

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



### 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*
- *QLD Transport Operations (Road Use Management) Act, 1995*
- *National Quality Standard 2.2 Each child is protected*
- *Policies: 2.3 – Educator Ratios, 3.5 – Excursions, 4.16 – Vehicle Restraint, 10.9 – Risk Management and Compliance.*



### Procedures

#### Selecting Transport

All vehicles used must be registered in Queensland.

Drivers are to be licensed to carry the required number of passengers for the purpose. The service will request the transport company to provide confirmation and evidence of this fact before engaging the company for the excursion.

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

“C” Class vehicles will not be used to transport children except in an emergency situation.

In selecting transport, the service will ensure that a communication system is available for use in the event of emergency.

The service will in all cases check prior to the excursion what alternative arrangements are available in the event of breakdown.

The service will, wherever practicable and affordable, use buses fitted with seat belts or where this is not possible, ensure that suitable safety precautions are taken.

Children will not be left in the sole care and custody of bus drivers or others. Educator to child ratios as per conducted risk assessment will continue to apply during transportation (see Policy 2.3 – Educator to Child Ratios).

Excursion educator to child ratios will also apply during transportation.

#### Vehicle breakdown and/or accident

In the event of injury occurring during transporting to an excursion, procedures as set out in the Illness, Injury and Trauma Policy (see Policy 4.5) will be followed.

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

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

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## 3.7 Physical Activity Policy

The service aims to provide all children with appropriate, frequent and varied physical activity opportunities, focusing on enjoyment and participation, thereby promoting gross and fine motor skill development and encouraging positive physical activity habits in all children.



### 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*
- *Physical Activity and Sedentary Behaviour Guidelines for Children 5-12 years*
- *Duty of Care*
- *National Quality Standard 2.1 Each child's health and physical activity is supported and promoted*
- *Policies: 2.3 – Educator Ratios, 2.11 – Including Children 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's needs, interests, ages and capabilities will be taken into consideration.

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

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

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

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

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

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

### Amount and types of physical activity

The program offered will contribute to the recommended daily physical activity for children in accordance with the physical activity recommendations for 5-12-year old's as published by the Australian Government Department of Health.

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

To encourage children to play outdoors and to limit the time, children spend watching television or engaged with computers and/or other electronic devices.

The service will vary activity sessions to provide opportunities for children to participate in a variety of activities that are fun, match their interests, skills and abilities and help them to build their self-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 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 Vacation Care only caps will be accepted according to parent authorization.

During outdoor play, children will be encouraged to play in shaded areas.

Drinking water is readily available with educators encouraging children 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 to access, and, there are a variety of facilities available for children to use.

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

Flexible arrangements are provided that allow children to move resources and equipment inside and/or outside to extend their learning opportunities.

### **Learning about physical activity**

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

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

Service budget allows for educators to participate in training in relation to physical activity for children.

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

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

<http://www.health.gov.au/internet/main/publishing.nsf/Content/pasb>

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### 3.8 Extra-curricular Activities Policy

The service recognises that extra-curricular activities provide opportunities for children to engage in enriching extension programs which support their growth and development. Where possible, the service will work with local and wider community groups to support the provision of such activities. The service understands, from time to time, extra-curricular activities may be provided within or close to the school grounds and that some families may wish to access these for their children who are attending the SAC program. It is therefore essential to implement practices which support the needs of children and families without compromising the capacity to provide quality care for all children attending the service.



#### Relevant Laws 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*
- *National Quality Standard 6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role; 2.2 Each child is protected*
- *Policies: 2.3 – Educator Ratios, 3.11 – Escorting Children, 9.3 – Communication with Families.*



#### Procedures

Parents/guardians shall be responsible for informing the 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 an Activities Escort Form. (See 3.8.1)

The Coordinator shall discuss with the parent/guardian the impact that this may have on the service. Such discussion shall include whether the child will be signed out of care by SAC personnel, 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 parent/guardian 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).

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 attending the service who are not directly involved in the extra-curricular activity; and
- Manageability.

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

The family shall maintain the right to appeal the decision of the Approved Provider through the service's grievance procedure. This should be directed to the Approved Provider following procedures as set out in the service Complaints Handling Policy (see Policy 9.5).

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### 3.8.1 IJGS +OSHC Extra-Curricular Activities Escort Form

Child's Name:					
I give permission for my child to leave the centre in order to participate in extra-curricular activities at the school during these times below.					
Day	Period/Dates of Activity Start date    finish date		Activity child will be participating in	Timeframe Start          Finish	
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
I will collect my child when the activity finishes: (please tick)                      YES <input type="checkbox"/> NO <input type="checkbox"/>					
<input type="checkbox"/> I have reminded my child to ensure that they do not leave the service until their name is marked off by an educator.					
<input type="checkbox"/> I have reminded my child that they will be escorted to the activity by an educator and that they are to follow any directions given to them whilst en route to and from the activity.					
<input type="checkbox"/> I understand whilst away from the service participating in this activity, my child will not be under the care of (insert name of service).					
<input type="checkbox"/> I understand that responsibility for my child will once again be that of the service once my child is collected from the activity and returns to the service.					
<input type="checkbox"/> I understand that I will still be charged for the time that my child is away from the service participating in extra-curricular activities.					
<input type="checkbox"/> I undertake to ensure that I notify the service if and when this arrangement changes.					
Parent/Guardian name and signature:				Date:	
Coordinator's name and signature:				Date:	

### 3.9 Creative and Expressive Arts Policy

The service recognises that by providing access to creative and expressive arts opportunities for children it encourages them to have fun, enjoyment, mastery and success. Children are encouraged to work collaboratively with educators and other children, 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 in Australia*
- *National Quality Standard, Quality Area 1 – Educational program and practice*
- *Policies: 2.1 – Respect for Children, 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's needs, interests, ages and capabilities will be taken into consideration.

Educators will encourage children 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 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's efforts to extend and express themselves creatively by providing open ended resources and materials, musical instruments, dress-ups etc.

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

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

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

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

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### 3.10 Ethical Observations and Documentation

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

The service supports ethical decision making when observing and documenting information about children. The procedures for ethical decision making in this regard are described in 3.10.1.



#### 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*
- *Privacy Act 1988 and Regulations 2013*
- *National Quality Standard, Quality Area 1 – Educational program and practice; 4.2 Management, educators and staff are collaborative, respectful and recognise*
- *Policies: 2.1 – Respect for Children, 2.5 – Reporting of Child Abuse, 2.6 – Behaviour Support and Management, 2.10 – Reporting Guidelines and Directions for Handling Disclosure and Suspicions of Harm, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 3.1 – Educational Program Planning, 3.2 – Program and Documentation Evaluation, 8.1 – Role and Expectations of Educators.*



#### Procedures

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

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

- Diary entries;
- Anecdotal records;
- Photographs;
- Journals;
- Learning stories;
- Programming notes;
- Child Wellbeing Forms; and
- Evaluation forms.

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



As part of the services ongoing planning, reflection and evaluation processes, educators will be required to document various aspects of children's learning and experiences within the program to ensure the services' identified outcomes and/or goals are met.

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

Educators will be guided by ethical standards for observing and documenting children's participation and engagement in OSHC (see 3.10.1)

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

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

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### **3.10.1 Ethical Standards for Documented Observations**

#### **Honesty**

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

#### **Objectivity**

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

#### **Integrity**

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

#### **Carefulness**

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

#### **Openness**

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

#### **Respect for Intellectual Property**

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

#### **Confidentiality**

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

#### **Responsible Publication**

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

#### **Responsible Mentoring**

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

#### **Respect for colleagues**

Respect your colleagues and treat them fairly.

#### **Social Responsibility**

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

#### **Non-Discrimination**

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

#### **Competence**

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

**Legality**

Know and obey relevant laws and institutional and governmental policies.

**Human Subjects Protection**

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

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

### 3.11 Escorting Children Policy

The service seeks to maintain the health, safety and wellbeing of children and educators by ensuring that appropriate procedures are implemented with regards to escorting children between the 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 their SAC program. 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*
- *Family and Child Guardian Act 2014*
- *Duty of Care*
- *National Quality Standard 6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role; 2.2 Each child is protected*
- *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 service's premises, including for the purposes of excursions (see 3.5.1 and 3.8.1).

If the excursion/outing is a regular event, 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, time and description of planned activity;*
- *Method of transport and proposed travel time; and*
- *Ratio of educators to the number of children attending.*
- 

The service shall develop a risk assessment and implement a management plan to ensure the safety and wellbeing of all children and educators during excursions/escort periods. All educators will need to read and sign off on risk assessments prior to excursions or escorting of children.

The service shall maintain appropriate educator to child ratios for excursions and/or activities where children are required to be escorted to a venue or place that is outside of the area approved for service use.

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

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## 3.12 Environmental Responsibility Policy

The service is committed to ensuring policies and procedures developed as part of the program, minimise environmental impact and provide children with experiences of the natural world, helping them to understand their place in it and to take responsible action to preserve it. 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 and Regulation 2008
- National Quality Standard, 3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning
- 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 Coordinator and educators will be encouraged to follow sound environmental practices and understand their role in positive modelling for the children.

Educators work collaboratively with the children 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;
- Creating play spaces for children to interact with the natural environment; and
- Undertaking regular reviews of sustainable practices within the service.

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

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

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### 3.13 Water Activities and Safety Policy

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



#### 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
- Duty of care
- *National Quality Standard 2.2 Each child is protected*
- Policies: 2.3 – Educator Ratios, 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.11 – Including Children 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's safety in and around water;
- Ensure work, health and safety practices incorporate approaches to safe storage of water and associated play activities;
- Ensure clean drinking water is available at all times; and
- Conduct a comprehensive risk assessment prior to any water activities taking place. The risk assessment shall identify the educator to child ratios required to ensure children's safety.

Educators will:

- Ensure water troughs or containers for water play are filled to a safe level and emptied onto garden areas after use;
- Buckets of water used for cleaning are emptied immediately after use. Buckets are not to be left in play areas or accessible to children unless they are being used as part of a program experience; and
- Encourage children 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 are not accessing this water for drinking or hand washing.

Hot water accessible at the service premises will be maintained at a temperature of 43.5°C or less.

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

## Swimming Activities

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

- A comprehensive risk assessment (3.13.1) of the venue and activity will be conducted to determine the required educator to child ratio. Consideration will also be given to the capacity of educators to rescue children from water;
- Parents/guardians must complete a 'Swimming Ability Form' (3.13.2) for each child attending the activity. Information gained through this form will identify children's swimming competence and assist educators to manage their safety while in the water;
- Educators will be positioned both in and out of the water to allow them to directly and actively supervise any child accessing the water; and
- 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.

## Services located on a site with a swimming pool

In addition to the abovementioned points, the service will undertake the following if there is a swimming pool located within the school premises where the Service Approval has been obtained:

- Detail the terms of use of the swimming pool in the occupancy agreement negotiated with the school Principal;
- Manage recognized children's (permissions) to use the swimming pool as a **regular outing**.

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### 3.13.1 Risk Assessment for Swimming or Water Based Activities

#### Risk Assessment for Swimming or Water Based Activities

<b>Please tick:</b> Excursion <input type="checkbox"/> Regular Outing <input type="checkbox"/>	Location/Venue (including address):
Types of activities the children will be participating in	
Expected Benefits	
Date of assessment	Conducted By

Hazard/Risk	Risk Severity	Risk likelihood	Control measures	Action and implementation
Drowning.	Death or permanent disability.	Unlikely Likely	All supervising staff to have current First Aid qualification. Appropriate educator to child ratios (1:5) Mobile phone and emergency numbers available. Swimming competency form.	Call Ambulance. Contact Parents. Contact Management. Remove children from scene and ensure adequate supervision.
Running or Slipping Injury.	Serious injury requiring medical attention.  First Aid needed.	Unlikely Likely	Establish rules on acceptable and safe behaviour. First Aid Kit available. Mobile phone and emergency numbers available. All supervising staff to have current First Aid Qualification.	Apply First Aid. Contact ambulance if necessary. Contact Parents. Contact Management.



Child Protection.	Long term distress and emotional trauma /physical injury.	Unlikely Likely	Ensure male and female staff available to supervise toilets/change rooms. Use accessibility toilets if necessary. Provide students with clear instructions of what to do if approached by a person not from the service. Mobile phone and police contact number.	Isolate child with support person or staff. Call police. Contact Parents. Contact Management. Contact ECEC.
Children with Special Needs e.g. epilepsy.	First aid needed  Require medical attention.	Unlikely Likely	Ensure that staff are aware of any medical conditions. Ensure that a management plan has been developed. Mobile phone and contact numbers available.	Provide Immediate First Aid. Contact ambulance if necessary. Contact Parents. Contact Management. Remove children from scene and ensure adequate supervision.
Severe Weather Conditions.	Serious injury.  Medical attention required.  First Aid.	Unlikely Likely	Check weather forecast.  Contingency plan developed and in place	Implement contingency plan  Relocate children to a safe location.

## 3.13.2 Swimming Ability Form

### Swimming Ability Form

Please tick the appropriate space and provide comments if necessary

Name:		Age	
Comfort level around water:	<input type="checkbox"/> Very Comfortable	<input type="checkbox"/> Comfortable	<input type="checkbox"/> Uncomfortable

**Swimming ability** (Ratio: non-swimmer 1:5/ swimmer 1:10)

<input type="checkbox"/>	Non-swimmer (cannot support themselves in water)
<input type="checkbox"/>	Novice (can support themselves in shallow water and can move short distances <5m)
<input type="checkbox"/>	Intermediate (can support themselves in deep water and can swim a length of the pool, 25m)
<input type="checkbox"/>	Advanced (can support themselves in deep water and can swim many lengths of the pool)
Please indicate any special needs or disabilities:	
Name of Parent/Carer:	
Signature:	Date:

## 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 culturally diverse experiences within the service's day to day program for children. Educators, children and families are encouraged to share relevant aspects of their culture thus 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
- *National Quality Standard 1.1 The educational program enhances each child's learning and development; 1.2 Educators facilitate and extend each child's learning and development; 3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning*
- Policies: 2.1 – Respect for Children, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children 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 their families holistically. They will be active, focused and reflective in embracing principles of social justice and demonstrate sensitivity and respect for cultural differences.

Coordinators and educators support children's cultural experiences through:

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

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

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

Management, Coordinators and educators will demonstrate value and respect for Australia's Aboriginal and Torres Strait Islander cultures and collaborate on the development of a reconciliation plan (3.14.1) 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 of Country' in appropriate ceremonies and events; and
- Other aspects as seen relevant to promoting respectful partnerships between the service and the Aboriginal and Torres Strait Islander community.

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## 3.15 Cooking with Children Policy

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



### Relevant Laws 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 Standard 1.1 The educational program enhances each child's learning and development; 2.2 Each child is protected*
- *Policies: 2.1 – Respect for Children, 2.3 – Educator Ratios, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children 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's life skills and provide an opportunity to promote healthy eating.

The service may require families to give written permission prior to their child participating in cooking activities that include cutting with knives and/or using hot cooking utensils and equipment.

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

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

- The risk benefit analysis;
- Ages of the children participating;
- Number of children participating;
- Ingredients and allergies;
- Cooking utensils available;
- Exposure to extreme heat;
- Hygiene; and
- Food preparation practices.

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**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 practiced at all times to promote and support the health, wellbeing and safety of children, recognising particular needs of children in this respect, and of educators, staff members, parents and others coming into 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 and Regulations 2011*
- *Child Protection Act 1999 and Regulations 2000*
- *Duty of Care*
- *National Quality Standard, Quality Area 2 – Children's health and safety*
- *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/guardians advise any particular health issues (including medications, special dietary or other requirements) and any other specific needs of their children.

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 support of the health needs of children, including administering medications, 140ecognized risks associated with allergic reactions, basic first aid and special dietary requirements.

The Coordinator must ensure that, at least one educator with the required first aid qualification, and 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 are being cared for, and immediately available in an emergency, at all times children are being cared for (e.g. if children go to an oval or park then a qualified first aid person must go with them).

To ensure the environment is safe for children, the Coordinator will be responsible to ensure that the relevant daily safety checklists (see 4.1.1 and 4.1.2) are completed, prior to the children having access to those areas.

Educators will ensure that equipment is:

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

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

Educators will actively supervise all areas which children are accessing.

Educators will ensure that they, and the children, have applied a SPF30+ sun screen and wear a broad brimmed hat, (caps are accepted with parent authority) prior to outdoor play. Timing of outdoor activities will be guided by the Sun Safety Policy (see Policy 4.8), and specifically in relation to the advised UV rating for the day.

Children who are unwell will be isolated from other children in a quite area.

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

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### 4.1.1 Indoor Areas Daily Risk Management Checklist

<b>M</b>		
<b>T</b>		
<b>W</b>		
<b>Th</b>		
<b>F</b>		

Week Ending \_\_\_\_/\_\_\_\_/2018

<i>Staff to initial each day when checked.</i>						
Indoor Areas	M	T	W	Th	F	notes
<ul style="list-style-type: none"> <li>• Fire Exits clear</li> <li>• Play areas clean and tidy</li> <li>• Kitchen area clean and tidy</li> <li>• Water bubbler full, clean and working</li> <li>• All electrical sockets protected</li> <li>• First aid equipment easily accessible</li> <li>• Visitors book visible</li> </ul>						
<b>Toilet Area</b> <ul style="list-style-type: none"> <li>• Toilets flushed</li> <li>• Toilet area clean &amp; tidy</li> <li>• Hand towels and toilet paper available</li> <li>• Floors clean and dry</li> <li>• Basins clean</li> <li>• Bins clear &amp; clean</li> </ul>						
<b>Outside Play Area</b> <ul style="list-style-type: none"> <li>• Play area clean and tidy</li> <li>• No obstructions or hazards</li> <li>• Access to parking area closed</li> </ul>						
<b>Wet Area</b> <ul style="list-style-type: none"> <li>• Tidy, dry and clear of rubbish</li> <li>• Water bubblers clean and working</li> </ul>						
<i>Have any areas been identified from the daily checklist? Yes <input type="checkbox"/> No <input type="checkbox"/></i> Details:						
<i>Do you need to complete a risk assessment? Yes <input type="checkbox"/> No <input type="checkbox"/></i> If yes, notify Supervisor.						



## 4.2 Infectious Diseases Policy

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

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



### 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*
- *National Health and Medical Research Council (NHMRC) 'Staying Healthy in Childcare' 5<sup>th</sup> edition*
- *National Quality Standard 2.1 Each child's health and physical activity is supported and promoted*
- *Policies: 4.1 – General Health and Safety, 4.3 – Hygiene, 4.4 – Preventative Health and Wellbeing, 4.14 – Infectious Disease Response Strategy, 8.16 – Employee Immunisation, 9.2 – Enrolment.*



### Procedures

#### Monitoring

The Coordinator will ensure they keep up to date with information on infectious diseases within the community through accessing the Commonwealth Government Department of Health (see [www.health.gov.au](http://www.health.gov.au)) and Queensland Health ([www.health.qld.gov.au](http://www.health.qld.gov.au)).

The current NHMRC resource 'Staying Healthy in Childcare' will be referred to when making decisions in regards to communicable diseases and/or exclusion periods. Fact sheets may also be accessed through Queensland Health at <http://conditions.health.qld.gov.au/HealthConditions>

#### Reporting

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

Parents/guardians will be advised through the enrolment process and the Family Handbook that children who are ill are not to be brought to the service.

It is the responsibility of educators to inform the Coordinator of any infectious disease that the staff member, or their other immediate family members, may be suffering.

This service is responsible for reporting to the State Health Authorities all notifiable diseases (as per requirements of the Commonwealth Government Department of Health) and to report this to parents of other children in this service as appropriate, having regard to the privacy of individuals concerned.

A notice of an occurrence of an infectious disease will be displayed for families at the service.

The Coordinator will notify the Approved Provider in writing when a report of notification has been made to the Department of Health.

Records in regard to infectious disease will be maintained by the Coordinator. These records will include the child's name, age, symptoms, date and time when educators first noticed the illness, date and time the record was made and any action taken (see 4.5.2). This record will not be available to other parents/guardians in view of the sensitive nature of a child's health information (see Policy 10.8 – Information Handling (Privacy and Confidentiality)).

The rights of individual privacy will be respected at all times, and in particular the Privacy Policy of the Service (see Policy 10.8 – Information Handling (Privacy and Confidentiality)) will be observed by all staff implementing these procedures relating to infectious diseases.

## Exclusion

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

- *For children, their parents/guardians will be asked to immediately collect their child and seek medical advice;*
- *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 unless and until they are no longer suffering from the infectious disease; and*
- If a duly qualified and registered medical practitioner diagnoses an infectious disease, the child/educator shall be excluded for the recommended period (as per NHMRC guidelines).

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

## Immunisation

All children must meet the Australian Federal Government's immunisation requirements, or have a valid exemption for the family to be eligible for Child Care Subsidy (CCS).

Parents will be asked to verify their child's immunisation status.

## Non-Immunisation

Children 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 ([www.nhmrc.gov.au](http://www.nhmrc.gov.au)).

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## 4.3 Hygiene Policy

For the ongoing and general health and safety of the children, the service strives to ensure, for its children and educators, a standard of general hygiene which complies, at 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*
- *Duty of Care*
- *Work Health and Safety Act 2011*
- *National Quality Standard 2.1 Each child's health and physical activity is supported and promoted*
- *Policies: 4.1 – General Health and Safety, 4.2 – Infectious Diseases, 4.4 – Preventative Health and Wellbeing, 4.5 – Illness and Injury, 4.9 Children's Toileting, 4.12 – Non Smoking, 5.1 – Food Handling and Storage, 5.5 – Cleaning and Sanitising.*



### Procedures

#### Use of gloves

When preparing food, cleaning, or otherwise having contact with bodily fluids (e.g. blood, mucus, vomit, urine, faeces, etc.), disposable gloves will be worn.

Used gloves are to be carefully and securely disposed of immediately after use.

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

#### Hand Hygiene

The best way to prevent the transmission of disease is through effective hand hygiene, which removes both dirt and germs from the hands. This will be performed in the first instance with soap and running water, and/if soap and water is not available a hand rub will be used.

#### Soap and Water

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

- Before handling, preparing and eating of food;
- Prior to and after giving first aid;
- After toileting, handling of animals or other activities which could lead to the spread of infection;
- After coughing, sneezing or blowing their nose; and
- After contact with/cleaning of body fluids (blood, mucus, vomit, urine, faeces etc.).

Hand Rubs

Children with visible dirt, grease or food on their hands will be directed to clean their hands with soap and water (when and where possible), rather than use a hand rub.

Hand rubs do not replace soap and running water however, they are effective in certain situations, such as when soap and running water are not available. To use a hand rub:

- 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 rubs will be kept out of reach of children and only used with adult supervision.

Noticeable signs/posters will be placed around the service to alert children to the need for and the steps to follow for effective hand hygiene.

Educators will endeavour to observe children's practices when performing hand hygiene providing verbal reminders of effective procedures to follow.

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## 4.4 Preventative Health and Wellbeing Policy

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



### Relevant Laws 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*
- *National Quality Standard, Quality Area 2 – Children’s health and safety*
- *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 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, including by way of 147ecognize behaviour, to avoid excessive exposure to the sun. This will be reflected in the timing of outdoor activities which will be kept to a minimum during the hours of 10.00am and 3.00pm, and guided by the UV index for the day.

Educators will encourage children, including by 147ecognize behaviour, to apply a suitable sunscreen (at least SPF30+), which is reapplied according to the manufacturer’s recommendations.

#### Ear Care

Children will be encouraged to consider their own ear health through discussions with educators on issues relating to their ears such as cleaning, noise, water and infections.

A Queensland Health initiative, The Deadly Ears Program aims to reduce the rates of chronic ear disease among Aboriginal and Torres Strait Islander children in regional, rural and remote communities across Queensland through consultation with local communities and the promotion of health initiatives for families.

## Dental Health

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

- Providing appropriate pamphlets on dental health and hygiene in the parent sign in area;
- Providing water at snack times and encouraging swishing of mouth with water after eating;
- Encouraging fruit and vegetable consumption;
- Accessing dental health and hygiene programs to 148ecogni within the service program; and
- Regularly informing parents/guardians about the service's procedure in relation to dental care through newsletters, verbal communication and face-to-face meetings.

The Coordinator will ensure that meals/snacks provided by the service do not promote dental decay.

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

## Service Environment

A quiet area will be provided where children can experience downtime away from other children when needed.

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

## 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 by a qualified IGGS cleaner.

The refrigerator and pantry area 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 as per IGGS Maintenance.

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. ( IGGS Cleaner)

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 adhesive dressing, bandages, and/or blood soaked tissues and wipes. These will be disposed of immediately.

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.

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## 4.5 Incident, Illness, Injury or Trauma Policy

The service proactively strives to avoid injuries or trauma occurring at the service, and to minimise the impact of injuries, illnesses and trauma by responding appropriately and as quickly as possible. The rights and responsibilities of parents with respect to injuries, illnesses or trauma of their children 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 Regulations 2000*
- *QLD Community Ambulance Cover Act 2003*
- *Duty of Care*
- *First Aid Code of Practice 2004*
- *National Quality Standard, Quality Area 2 – Children’s health and safety*
- *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. adhesive dressing).

#### Parental Permission

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

Written consent from the child’s parent/guardian will be sought through the enrolment process for the Coordinator and/or staff member qualified in first aid, to obtain medical attention, in keeping with the policies and procedures of the service, if required.

On occasion, it may be necessary for a child to have an Individual Medical Action Plan. These plans must be provided by the parent/guardian and be developed in collaboration with the family medical practitioner. Information contained may relate to management plans surrounding conditions such as anaphylaxis, asthma, diabetes,

epilepsy or any other medical condition. Permission will be obtained from the parent/guardian to display this where staff can easily recognize 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 incident, injury, illness or trauma as required by law.

## First Aid

At least one educator with a current first-aid and CPR qualification, and 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 are being cared for, and immediately available in an emergency at all times children are being cared for by the service.

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

The Coordinator will, or delegate 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:

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

## Immediate procedure upon incident, injury, illness or trauma (see Flowchart 4.5.2)

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

- Staff will comfort and calm the child;
- Minor head injuries will be reported to the Coordinator, monitored for safety and recorded on the relevant form. Parents/guardians may be contacted at the Coordinators' discretion;
- Significant injuries will be reported to the parent/guardian via phone, notifying of the circumstances including:
  - The treatment administered; and
  - Whether the child has returned to normal activities as deemed appropriate by Coordinator or first aid qualified educator;
- An educator, qualified in first aid, will administer appropriate first aid and assess the child's condition in conjunction with the Coordinator;
- Non-prescribed oral medications will not be administered to any child;
- If necessary, the Coordinator, or Person in Charge, will ensure that the child is separated from the other children and made as comfortable as possible in a quiet, well ventilated area;
- If necessary, the Coordinator, or Person-in-Charge, will contact the parents/guardians to collect their child as soon as possible; and
- The child will be kept under adult supervision and their condition monitored until the parent's arrival.



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

- 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 Person in Charge, will call an ambulance;
- All attempts will be made to notify the parents; and
- If parents are unable to accompany the child to the hospital, the Coordinator, or first aid qualified educator who administered the first aid, will accompany the child provided that they leave at least one educator who is qualified in first aid at the service and that the educator to ratios are still met.

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

### **Recording and reporting incidents, injuries, illness or trauma**

An incident, accident, injury or trauma report (see 4.5.1) must be completed, as soon as reasonably possible after a child is involved in an incident, suffers an injury, illness or trauma, by the educator who administered care or first aid to the child.

The information which must be included on the report after a child is involved in an incident, suffers an injury, illness or trauma 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. ice-pack/adhesive strips), 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:

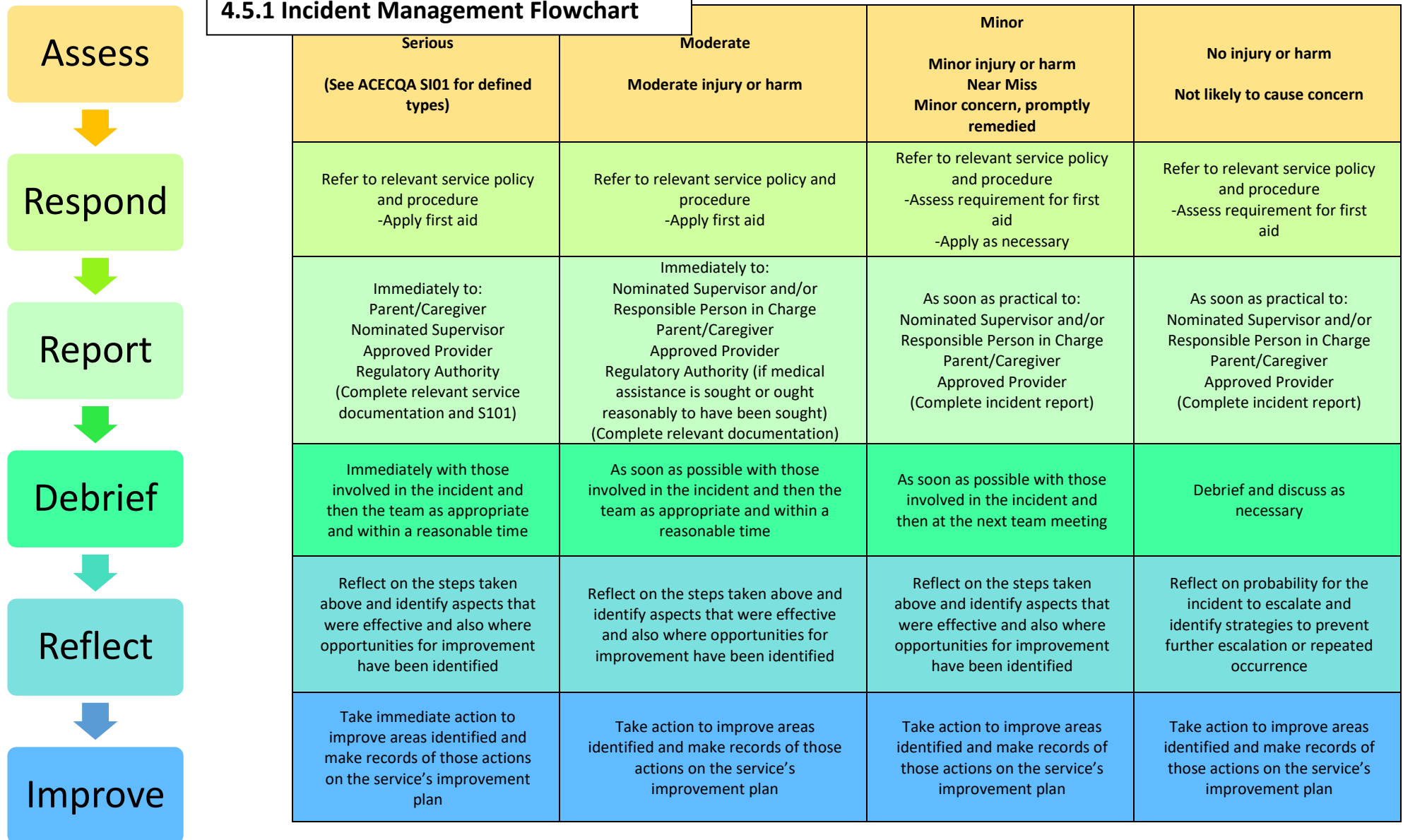
- The child's name and date;
- The reason for the first aid to be administered and where on the child it was applied; and
- Educator's name and signature.

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

The Coordinator 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.

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#### 4.5.1 Incident Management Flowchart

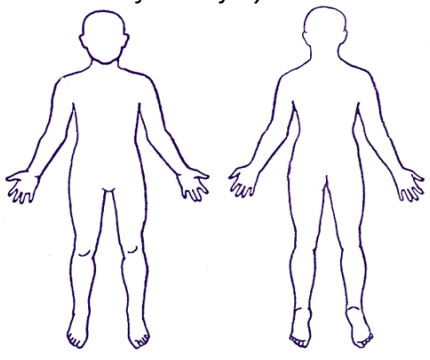


## 4.5.2 Incident /Injury /Trauma /Illness Report

### Child Details

Name		
Date of Birth		Age

### ILLNESS/INCIDENT/INJURY/TRAUMA DETAILS

<p><b>Nature of the Injury Sustained:</b></p> 		<input type="checkbox"/> Abrasion, scrape, bump <input type="checkbox"/> Bite <input type="checkbox"/> Broken Bone / fracture <input type="checkbox"/> Bruise <input type="checkbox"/> Burn <input type="checkbox"/> Concussion <input type="checkbox"/> Cut <input type="checkbox"/> Rash <input type="checkbox"/> Sprain <input type="checkbox"/> Swelling <input type="checkbox"/> Other (please specify):
Circumstances surrounding or leading to the: illness / incident / injury / trauma (please circle)		
Location		
Time		Date
Name of Person completing form		
Signature		

### Treatment / Action Taken

Details of Action Taken (first aid / administering of medication) Medication form completed <input type="checkbox"/>	
Medical Personal Contacted?	Yes / No (if yes provide details)

### Witnesses

Name of First Witness	
Signature	
Name of Second Witness	
Signature	
Sighted by Coordinator	

## 4.6 Medication Policy

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

The service will follow all legislative requirements in the instances of administration of prescribed medicinal cannabis to a child 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
- Public Health (Medicinal Cannabis) Act 2016 and Regulation 2017
- Duty of Care
- *National Quality Standard, Quality Area 2 – Children's health and safety*
- Policies: 4.1 – General Health and Safety, 4.10 – Anaphylaxis Management, 4.11 – Emergency Health and Medical Procedure Management, 4.15 – Asthma, 9.2 – Enrolment, 10.8 – Information Handling (Privacy and Confidentiality).



### Procedures

See procedures under Policy 4.1 – General Health and Safety, regarding obligations for parents/guardians to advise the service of particular health needs, including medication, for their children.

Parents/guardians will be requested, through the Family Handbook (see Policy 9.3 – Communication with Families) and initial enrolment procedures (see Policy 9.2), to respect this Medication Policy and, wherever possible, to administer any prescribed medication to their child before or after attending the service, rather than requesting the service to do so, unless absolutely necessary.

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

- In its original package with a pharmacist's label which clearly states the child's name, dosage, frequency of administration, date of dispensing and is within the expiry date period; and
- Accompanied by a Medication Authority and Administering Form (see 4.6.1) completed by the parent/guardian.

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

All medication will be administered by the Coordinator (or an educator nominated by the Coordinator who is duly qualified in first aid) and witnessed by another educator. Administration of medication will be recorded in a Medication Administration Register (see 4.6.1). The coordinator, and an educator as the witness, must fill out and sign the register with the parent signing acknowledgement on collection of the child.

All unused medication will be returned to the parent on collection of the child.

Individual medical 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 as required.

### Children self-administering medication

The service permits children over preschool age to self-administer medication however the relevant authority form must be completed by the parent/guardian, prior to the child administering the medication.

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

Educators will supervise children who are self-administering medications to promote consistency and ensure the welfare of all children using the service. Educators will ensure each child follows all administration of medication, health and hygiene procedures.

The service will record all instances of supervised self-administration of medication as per the procedures articulated within this policy.

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

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

### Administering Medicinal Cannabis

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

For a child attending the service who has been prescribed medicinal cannabis a **Medicinal Cannabis Management Plan** ([www.health.qld.gov.au/data/assets/pdf\\_file/0021/640263/notification-management-plan.pdf](http://www.health.qld.gov.au/data/assets/pdf_file/0021/640263/notification-management-plan.pdf)) must be in place and include:

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

Additionally, the Medication Authority and Administering Form (see 4.6.1) will be completed by the parent/authorised nominee.

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

Reference

<https://www.health.qld.gov.au/public-health/topics/medicinal-cannabis> accessed 14 Dec 2017

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<h2 style="text-align: center;"><u>Medication Authority</u></h2> <p style="text-align: center;">(to be completed by the parent/guardian)</p>			
Childs name		Date of birth	
Name of medication		Expiry date	
Reason for medication			
Medication storage instructions (e.g. to be refrigerated)			
Please indicate how long this medication needs to be administered			
<input type="checkbox"/>	Today only	Today's date	
<input type="checkbox"/>	2 or more consecutive attendance days (e.g. antibiotics)	Start date	Finish date
<input type="checkbox"/>	Ongoing, regular medication (e.g. Ventolin)	Start date	
<b><u>Details of Administration</u></b> <b>Staff will only be able to administer medication if it is received in the original packaging, with a chemist label attached stating the child's name and dosage. All medication is administered under adult supervision.</b>			
My child can administer his/her own medication		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Medication to be administered		Dosage	Time
Circumstances of administration		<input type="checkbox"/> Before Food	<input type="checkbox"/> With Food <input type="checkbox"/> After Food
Prescribing Doctor's name		Phone number	
Letter from doctor/medical management plan provided		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Parent/Guardian Name & Signature:		Date:	

**4.6.1 IJGS OSHC Medication Authority and Administering Form**

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

**To be completed by the parent/guardian**

Name of Medication & Expiry date	Last administered		To be administered (or circumstances to be administer)		Dosage to be administered	Method of administration	Signature of parent/guardian
	Date	Time	Date	Time			

**To be completed by the educator when administered**

Medication administered		Dosage Administration	Method of Administration	Name of educator administering	Signature of educator administering	Name of witness	Signature of witness
Time	Date						

## 4.7 Animals Policy

The service recognises and acknowledges the role that animals play in the lives of children, therefore animals cared for by the service will be in keeping with any regulated requirements with adequate shelter provided. Wildlife and stray animals will be dealt with in accordance with this policy.



### 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*
- *National Quality Standard, Quality Area 1 – Educational program and practice; Quality Area 2 – Children's health and safety*
- 
- *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 Coordinator will ensure that any animal, which poses an unacceptable health or safety risk to any child in the service is safely isolated or removed immediately.

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

No animals will be permitted in, or accommodated near food preparation areas.

#### Keeping of animals

The service will only keep animals:

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

Animals cared for by the service will have sufficient food, water, air, bedding and shelter.

Under the supervision of educators, children will be encouraged to help with the feeding and watering of service animals. Depending on the animal, families and educators may be encouraged to take care of 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/or 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 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 others. Local wildlife authorities will be contacted for further advice and assistance.

Service evacuation and/or lockdown procedures may be implemented if the wild animal (e.g. snake, possum) is inside the SAC building or in an area that poses a risk to children and others.

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## 4.7.1 Chicken Coop Cleaning and Maintenance

In recent times, many OSHC providers and schools are enriching their programs and embedding sustainable practices into their day to day work with children and families. One of these practices includes keeping chickens.

Services are encouraged to implement good health and hygiene practices when caring for and handling chickens at the service.

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

### 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: 2.1.3, 2.1.4; 2.3.2; 3.1.2.*
- *Policies: 4.1 – General Health and Safety, 4.3 – Hygiene, 4.4 – Preventative Health and Wellbeing, 6.2 – Provision of resources and Equipment, 6.3 - Work, Health and Safety.*



### Procedures

When cleaning the coop, consideration should be given to:

Personal Protective Equipment (PPE). This includes items such as a face mask, gloves and protective footwear (such as gum boots). Waterproof, protective clothing may also be a worthwhile investment, particularly if the staff member is not going to shower and change clothes immediately after the coop has been cleaned.

Staff taking responsibility for cleaning the coop should consider doing this in the absence of children. The bacteria in chicken faeces and feathers may be airborne and if inhaled can cause respiratory infection or illness. Taking care with cleaning and maintenance minimises the risk of any such hazards.

#### Coop cleaning process to be followed:

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

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

### Guidelines for handling chickens

- Ensure that the children wash their hands prior to and after handling chickens;
- Consideration should be given to those with allergies to eggs and nuts as exposure can trigger an allergic reaction;
- Ensure that chickens have access to feed and fresh water throughout the day, and that their water is clean;
- Check on your flock daily to ensure they are all active and appear to be healthy. If you notice that your chickens do not appear to be bright and healthy, consult your veterinarian as soon as possible;
- Gather eggs from chicken nesting boxes daily. When collecting eggs, keep in mind the importance of refrigerating them promptly and storing them with the pointy side down. This will help to maximise freshness;
- After collecting eggs gently rub them under warm water to remove faeces or dirt; and
- When refrigerated, eggs can be easily kept fresh for two to three weeks. Mark your eggs lightly with a pencil to remind you of the date they were collected.

(Not applicable for 2019)

## References

<http://www.backyardchickencoops.com.au> accessed 10 May 2016

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 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 may be in care during peak ultraviolet radiation (UVR) times throughout the day, education and care settings play a major role in both minimising children'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.

***The rationale for this policy was provided by the Queensland Cancer Council and is consistent with their Sun Smart Policy Guidelines for Education and Care Settings.***

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

As children will spend a portion of their day outdoors, we are committed to protecting them from harmful effects of the sun. The service will provide a SunSmart environment that supports 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*
- *National Quality Standard, Quality Area 2 – Children's health and safety*
- *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/guardians will be asked to provide for their child a broad brimmed SunSmart hat which protects the face, neck, ears and crown of the head and encourage them to wear it. No caps during term time. Caps will be accepted during vacation care under parent authorization.

Parents/guardians will be asked to provide appropriate SunSmart clothing that protects as much of the skin as possible, and in particular covers the shoulders. No singlet tops.

Educators will ensure that all children, staff and visitors attending the service 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 are enrolled. The Sun Safety Policy will be included in the enrolment package information;
- Ensure all sun protection measures are applied to children, staff and visitors while outside when the UV level is 3 or above, which in Queensland, is all year round including:
  - Wearing adequate SunSmart clothing and making use of shaded and/or covered areas;
  - Wearing broad-brimmed hats that protect the face, neck and ears; during Vacation care caps are accepted with parent request; and
  - Applying SPF 30+ broad-spectrum, water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours (with parent/guardian permission and parent/guardian to supply allergy safe as required).
- Incorporate education programs that focus on skin cancer prevention and early detection into the program;
- Ensure all staff, children and visitors act as positive role models and demonstrate SunSmart protective measures (as above) when attending the service; and
- Ensure that adequate shade is provided during outdoor events including excursions.

Ongoing feedback and support will be sought from parents/guardians and the school community for the Sun Safety Policy and its implementation through newsletters, parent meetings etc.

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

## References

Cancer Council Queensland SunSmart Policy Guidelines – Early Childhood,

[http://www.cancerqld.org.au/icms\\_docs/54255\\_Early\\_Childhood\\_Settings\\_SunSmart\\_Policy\\_Guidelines\\_.pdf](http://www.cancerqld.org.au/icms_docs/54255_Early_Childhood_Settings_SunSmart_Policy_Guidelines_.pdf)

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## 4.9 Children's Toileting Policy

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



### Relevant Laws and other Provisions

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*
- *National Quality Standard, Quality Area 2 – Children's health and safety*
- *Policies: 2.1 – Respect for Children, 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of children from Harm, 2.3 – Educator Ratios, 2.11 – Including Children 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 shall be required to 'take a friend' whilst accessing the toilet facilities.

Children shall have access to the toilets located immediately outside the OSHC centre.

Adults shall have access to the toilets located immediately out the OSHC centre.

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

- The educator shall notify another team member that they intend to use the toilet;
- The educator shall ensure that no children are in the immediate area of the toilet prior to accessing the toilet facilities; and
- The staff member shall lock the entrance to the toilet. If this is not possible then a sign shall be placed outside the toilet to notify children that an educator is using the toilet and that they cannot be accessed at this present time by children.

Should the primary facilities become unavailable and other toilets are accessed, when/if these are out of sight, children will be escorted to the toilet by an educator.

Educators shall be required to support the personal hygiene of children with toileting when it becomes known to them that a child is in need of assistance.

Educators will readily access gloves, wipes, hand sanitizer and appropriate bags from the kitchenette for soiled materials. (Attention will be given to any children with allergies to latex.)

If a child is involved in a personal hygiene incident, at the Coordinator's discretion, the parent/guardian may be notified and shall have the opportunity to collect the child.

Children who are frequently troubled with personal hygiene and toileting needs shall be requested to provide spare clothes and pull ups if necessary.

### **Escorting children to the toilet**

Educators shall observe practices to ensure that they are not placing themselves in a compromising situation while escorting children to the toilet area and shall ensure that a minimum of two children are escorted at any one time.

Children shall be regularly reminded to go to the toilet. Where the toilet is out of direct supervision of educators, children shall be escorted every 30 minutes or as required.

Educators will ensure that the service communication procedures are followed when escorting children to the toilet in another area.

### **Assisting children with toileting**

In the event of a personal hygiene incident, educator support will be provided. Gender and developmental consideration should be given to the situation to ensure the most appropriate educator manages the situation, that the process is open and transparent, and that the dignity and rights of the child to privacy are maintained.

Educators shall support children's emotional needs, demonstrating empathy and compassion and should not, under any circumstances, cause embarrassment to the child or become forceful in their assistance to children.

When needed, staff shall assist children with toileting and to follow hygiene procedures by:

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

All staff shall be provided with training in the support of children with toileting issues, particularly in the case of children with high support needs. This may be through written communications, direct training and/or meetings.

### **Toileting on excursions**

For the purposes of excursions, the following procedures shall be implemented to ensure the health and safety of children while using the toilet:

- A risk assessment will be conducted prior to the excursion with all educators required to read and sign;
- On arrival at the venue, the toilet cubicles shall be checked for safety by an educator before being used by the children; and
- A minimum of two educators shall be present when possible to supervise children's use of the toilets.

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## 4.10 Anaphylaxis Management Policy

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

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



### 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*
- *National Quality Standard, Quality Area 2 – Children's health and safety*
- *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 enrolment process (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.

All children diagnosed with anaphylaxis shall 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 for display.

A medical conditions risk minimisation plan (see 4.10.1) must be developed in consultation with the parent/guardian of a child with specific health care needs, allergies or other relevant medical conditions to identify the possible exposure to allergens and how these will be managed and monitored within the service.

Individual children's health care and management plans shall be discussed on a regular basis with all educators at team meetings.

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

The service shall take appropriate action to minimise, as far as reasonably practicable, exposure to known allergens where children have been professionally diagnosed with anaphylaxis and this information has been presented to the service with certification from a medical practitioner.

To minimise the risk of exposure of children to foods that might trigger a severe allergy or anaphylaxis in susceptible children, our service will:

- Not allow children 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 lunch boxes 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 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 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, educators or visitors bringing foods or products to the service containing the specific allergen (e.g. nuts, eggs, seafood)

Each child shall have the appropriate medication including Epipen (or Anapen) accessible to educators and provided by Ipswich Girls Grammar School.

All expiry dates of auto injector devices accessible at the service will be closely monitored. The school nurse will be notified immediately of an 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.

The service will ensure families with children at risk of anaphylaxis, and all educators receive a copy of the Medical Conditions Policy and Anaphylaxis Management Policy as part of their orientation/induction to the 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 anaphylactic reaction. These practices will be documented, discussed at team meetings and potential risks reduced.

The service shall display a generic Action Plan for Anaphylaxis poster in a key location, visible to families, educators and visitors to the service.

In circumstances where EPIPENS are transported 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. Parents/guardians may be requested to provide a spare pen to be kept at the service. If these arrangements are not suitable, a risk management strategy shall be devised to ensure:

- Medication is transported by a responsible adult person, and
- In circumstances where children arrive at the service without the required medication, appropriate procedures shall be followed to ensure that the medication becomes immediately accessible.



Anaphylaxis plans shall be reviewed annually or as required by medical authorities.

In the case of a child who has not been previously diagnosed with Anaphylaxis, procedures as per the Emergency Health and Medical Policy (see Policy 4.11) will be followed.

### **Adrenaline auto-injectors for general use**

Services may have an adrenaline auto-injector (Epipen or Anapen) in their first aid kit for general use. This will be in addition to (and not a substitute for) the prescribed devices for individual children with a diagnosed anaphylactic allergy.

The service will develop guidelines and procedures for the administration of a general adrenaline auto-injector. Administration may be effected in the following circumstances:

- 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;
- The child's prescribed device has misfired or accidentally been discharged;
- A child previously diagnosed with mild allergy (who was not prescribed an adrenaline auto-injector) has their first episode of anaphylaxis; and/or
- A child with no previous diagnosis suffers a first episode of anaphylaxis and was not previously known to be at risk.

## **References**

Australian Society of Clinical Immunology and Allergy. (2014). *Adrenaline Autoinjectors for General Use*. Retrieved from Australian Society of Clinical Immunology and Allergy:  
[http://www.allergy.org.au/images/pcc/ASCIA\\_PCC\\_Adrenaline\\_Autoinjectors\\_General\\_Use\\_2015.pdf](http://www.allergy.org.au/images/pcc/ASCIA_PCC_Adrenaline_Autoinjectors_General_Use_2015.pdf)

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### 4.10.1 Medical Conditions Risk Minimisation Plan

Child's name:		Date of Birth:
1. What is the specific health care need, allergy or relevant medical condition that this assessment addresses?		
2. Does the child need dietary modifications? (if yes, please comment in sections below) <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span>		
3. Risk – What are the issues and/or the actual/potential situations that could lead to a medical emergency?		
4. Strategy – What can be done to reduce these risks? What resources are needed?		
5. Who needs to be included in the process? Why?		
Unsafe Foods and Meals (if applicable):		
Safe foods and meals (if applicable):		
Educator's name and signature:		Date:
Parent's name and signature:		Date:
All educators have been made aware of this medical condition risk minimisation plan. They understand the risk and know how to respond if a risk has been detected.		
Nominated Supervisor name and signature:		Date:

## 4.11 Emergency Health and Medical Procedure Management Policy

The service recognises that occasions may arise where emergency management procedures may need to be implemented to preserve the health and safety of children and staff. Such emergency management applies to situations where a parent/guardian requests the 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, educators may be required to administer medication to preserve the life, safety and health of a child. These emergencies may occur for children 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*
- *National Quality Standard, Quality Area 2 – Children's health and safety*
- *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's medical conditions, medication and management procedures required.

Written procedures (medical 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; and
- Medication requirements, dosage and method of administration.

Children may have a personal medical 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; and
- 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 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.

Steps to follow in the event of a medical emergency will be clearly documented, displayed and rehearsed every 3 months.

In the event of emergency first aid being required, procedures as set out in the Illness, Injury or Trauma Policy (see Policy 4.5) will be followed.

Relevant records and reports regarding implementing emergency health and medical procedures shall be completed by the administering educator immediately following an incident and handed to the Coordinator.

Management shall ensure that notifications as/when required are lodged with relevant authorities within the required time frame.

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## 4.12 Non-Smoking Policy

To maintain the ongoing health and wellbeing of children, 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*
- *National Quality Standard, Quality Area 2 – Children's health and safety*
- *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 non-smoking policy. Ipswich Girls Grammar School is a non-smoking campus.

Visitors to the service location or site shall be actively informed as required about the non-smoking policy.

Appropriate signage, displaying a no smoking symbol (circle with diagonal line over a picture of a cigarette) shall be displayed in visually prominent places to reinforce the message that the service is a non-smoking environment.

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## 4.13 First Aid Waste Management Policy

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 protective adhesive strips, 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*
- *National Quality Standard, Quality Area 2 – Children's health and safety*
- *Policies: 4.5 – Illness and Injury, 4.11 – Emergency Health and Medical Procedure Management, 6.3 – Workplace Health and Safety*



### Procedures

First aid waste will be disposed of in the following way:

- Any bin that is used to dispose of the affected waste will be tied tightly and taken to a large green wheely bin for appropriate disposal by school maintenance crew.
- The bin will be cleaned and sanitised daily (if required); and

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

Educators shall wear disposable gloves to manage incidents of first aid involving waste materials as identified.

When conducting first aid, educators shall:

- Conduct procedures away from other children where possible,
- 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; and
- 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.

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## 4.14 Infectious Diseases Response Strategy Policy

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



### 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 Health Guidelines*
- *National Quality Standard, Quality Area 2 – Children's health and safety*
- *Policies: 4.2 – Infectious Diseases, 4.4 – Preventative Health and Wellbeing, 8.10 – Employee Orientation and Induction, 9.3– Communication with Families, 9.4 – Communication with Community.*



### Procedures

The service shall encourage basic hygiene techniques to prevent the spread of infectious disease

The service shall encourage children and educators to stay at home should they present with symptoms of infectious disease.

The service shall keep informed of current Pandemic Phases and shall follow the Australian Government Guidelines. Refer to the supporting information below.

The service shall provide educators, families and the local community with information about the service's response to management of infectious disease as recommended by health authorities.

#### Supporting information on Pandemic Phases

The Australian Pandemic Phases describe whether the virus is in countries overseas (OS) or in Australia (AUS). Having an Australian system means that actions can be taken in Australia before a change of phase is declared by the World Health Organisation. The description of each phase is shown in the following table:

Australian phase	Description
ALERT	A novel virus with pandemic potential causes severe disease in humans who have had contact with infected animals. There is no effective transmission between humans. Novel virus has not arrived in Australia.
DELAY	Novel virus has not arrived in Australia. OS4 Small cluster of cases in one country overseas. OS5 Large cluster(s) of cases in only one or two countries overseas. OS6 Large cluster(s) of cases in more than two countries overseas.
CONTAIN	Pandemic virus has arrived in Australia causing small number of cases and/or small number of clusters.
SUSTAIN	Pandemic virus is established in Australia and spreading in the community.
CONTROL	Customised pandemic vaccine widely available and is beginning to bring the pandemic under control.
RECOVER	Pandemic controlled in Australia but further waves may occur if the virus drifts and/or is re-imported into Australia.
PROTECT	Pandemic virus is mild in most but severe in some and moderate overall. This phase sits alongside CONTAIN and SUSTAIN phases with a greater focus on treating and caring for those more vulnerable to severe outcomes.

<https://www.health.qld.gov.au/clinical-practice/guidelines-procedures/diseases-infection/diseases/influenza/pandemic>

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020



## 4.15 Asthma Management Policy

The service strives to provide a safe and suitable environment for all children attending the service. Children diagnosed with asthma who attend the service will be supported with the management of this medical condition and endeavours will be undertaken to create 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*
- *National Quality Standard, Quality Area 2 – Children's health and safety*
- *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 are being cared for, and immediately available in an emergency, at all times that children are being cared for by the service.

The service shall provide opportunities for all staff to participate in and receive regular approved education on asthma and appropriate management strategies as identified on the ACECQA website.

All children 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 with approval from the child's family/guardian.

A risk minimisation plan must be developed in consultation with the parent/guardian of a child diagnosed with asthma to identify the triggers and how these will be managed and monitored within the service.

The service will ensure all families of children 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 are made aware of the individual children who suffer from asthma, and are provided with training to recognise the relevant triggers, and to follow the risk minimisation strategies and specific management plans to manage the condition.

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 following the steps outlined by Asthma Australia as follows:

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

In the event of the above emergency event the parent of the child is to be contacted and informed.

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. The emergency asthma first aid kit should contain:

- An emergency supply of blue reliever puffer; and
- A spacer device that is compatible with the puffer.

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.

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 where 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%20%29.pdf>

Date of Development	Date Ratified	Date of Review
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## 4.16 Vehicle Restraint Policy

The service promotes safety in the transporting of children in vehicles during the operation of program activities. In support of current legislation restraint measures will be implemented that 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*
- *Transport Operations (Passenger Transport) Act 1994 and Regulations 2005*
- *Family and Child Commission Act 2014*
- *National Quality Standard, Quality Area 2 – Children's health and safety*
- *Policies: 3.5 – Excursions, 3.6 – Transport for Excursions, 10.9 – Risk Management and Compliance.*



### Procedures

In the case of children 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 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 under seven years of age; and
- 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 being transported in a taxi during the operation of the program, the following guidelines shall be followed:

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

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

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

The indicative weight specified for this age range in the restraint laws is 14 to 26 kg. Children 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 who are seven (or more) years of age, within the indicative weight range may still require the recommended child restraint.

## References

Queensland Department of Transport and Main Roads, *Child Restraints – questions and answers, 2011* - accessed 23<sup>rd</sup> June 2011.

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 4.17 Medical Conditions Policy

The service recognises the increasing prevalence of children attending school age care services who have been diagnosed with medical conditions including asthma, diabetes or at risk of anaphylaxis, and are committed to a planned approach to the management of such medical conditions to ensure the safety and well-being of everyone at this service.

Children's medical needs may be broadly categorised into two types:

- Short-term – which may affect their participation in activities while they are on a course of medication. Short-term medical needs are typically an illness that the child will recover from in a short period (e.g. tonsillitis, chest infection, etc.)
- Long-term - potentially limiting their participation and requiring extra care and support. Long term medical needs are typically ongoing (e.g. asthma, diabetes, anaphylaxis, epilepsy, celiac disease)

Our service is committed to ensuring our educators are equipped with the knowledge and skills to manage situations, to ensure all children in attendance receive the highest level of care and that their needs are considered at all times. Providing families with ongoing information about medical conditions and their management is a key priority.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Duty of Care
- National Law Act 2010 and National Regulations 2011
- Public Health (Medicinal Cannabis) Act 2016 and Regulation 2017
- *National Quality Standard, Quality Area 2 – Children's health and safety*
- Policies: 2.11 – Including Children with Special/Additional Needs, 4.1 - General Health and Safety, 4.2 - Infectious Diseases, 4.1 – General Health and Safety, 4.3 - Hygiene, 4.4 - Preventative Health and Wellbeing, 4.6 – Medication, 4.10 – Anaphylaxis Management, 4.11 – Emergency Health and Medical Procedure Management, 4.15 – Asthma, 2.20 – Supervision of Children, 5.1 – Food Handling and Storage, 5.6 – Menu Development, 7.1 – Emergency Equipment and Facilities, 8.4 – Educator Professional Development and Learning, 8.10 – Employee Orientation and Induction, 9.2 – Enrolment, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance 10.24 – Privacy..



## Procedures

Children's short-term medical needs will be managed in accordance with the service's Incidents, Injury, Trauma and Illness Policy and the Medications Policy.

For children with long-term medical needs, the service will minimise the risks associated with these specific health needs, allergies or other relevant medical conditions by:

- Ensuring a current **medical management plan** that is provided to the service by the parent and is accessible to all educators;
- Ensuring all educators are adequately trained and rehearsed in the service's emergency medical management procedures and the administration of emergency medication;
- Collaborating with parents/guardians of children with specific health needs, allergies or other relevant medical conditions to develop a **risk minimisation plan**; and
- Informing all educators and volunteers, of children with specific health needs, allergies or other relevant medical conditions and the risk minimisation procedures for these.

Parents/guardians will be requested, through the initial enrolment procedures to provide details of any specific health care needs or medical conditions of the child, including asthma, diabetes, allergies and whether the child has been diagnosed at risk of anaphylaxis. It is the responsibility of parents/guardians to update the service with any new information relating to their child's specific health care need or medical condition.

The service will involve all educators, families and children in regular discussion about medical conditions and general health and wellbeing. The service will adhere to privacy and confidentiality procedures when dealing with individual health needs.

To promote consistency and ensure the welfare of all children using the service, all educators will follow the health, hygiene and safe food handling policies and procedures.

If a child with a chronic illness or medical condition that requires invasive clinical procedures or support is enrolled at the service, prior arrangements will be negotiated with the parent/guardian, Coordinator and appropriate health care workers to train educators in appropriate procedures. Such arrangement and procedures will be established in consultation with the child's medical practitioner. Arrangements will be formalised prior to the child commencing at the service.

### Identifying Children with Medical Conditions

Any information relating to individual children's health care needs, allergies or other relevant medical conditions will be shared with the Coordinator, educators and other staff members of the service.

Information relating to a child's specific health care need, allergy or other relevant medical condition, including the child's medical management plan, medical risk minimisation plan and the location of the child's medication will be shared with all educators and other staff members of the service.

As it relates to the specific children, relevant medical condition information will be displayed in the following areas of the service to ensure all practices and procedures are followed accordingly:

- The service administration area – available in the child's enrolment record and displayed visibly next to the service telephone;
- The staff room or noticeboard;
- Inside the kitchen cupboard door (for children with food related conditions); and/or

- In the SAC room (with parent/guardian permission).

All educators will be required to follow the child's Medical Management Plan in the event of an incident related to the child's specific health care need, allergy or other relevant medical condition.

All educators, other staff and volunteers must be able to identify a child with a specific health care need, allergy or other relevant medical condition and be able to locate their medication/s easily.

### **Medical Management Plan**

To comply with regulatory requirements, the parents/guardians of children with specific health care needs, allergies or other relevant medical conditions must provide the service with a medical management plan for their child. This medical management plan must be followed in the event of an incident relating to the child's specific health care need, allergy or relevant medical condition.

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.

Copies of the child's Medical Management Plan will be kept with their medication and taken on all excursions/regular outings they attend whilst enrolled at the service.

### **Risk Minimisation Plan**

A 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 ensure that:

- Any risks relating to the child's specific health care need, allergy or relevant medical condition are assessed and minimised;
- If relevant, practices and procedures for the safe handling, preparation, consumption and serving of food are developed and implemented;

- The parent/guardian is notified of any known allergens that pose a risk to a child and strategies for minimising the risk are developed and implemented; and
- All educators are able to identify the child, and know the location of the child's medical management plan and medication.

If relevant, practices and procedures are developed and implemented to ensure that the child does not attend the service unless the child has at the service their relevant medications.

The service will provide support and information to parents/guardians and other members of the community about resources and support for managing children's specific health care needs, allergies or other relevant medical conditions.

### **Medical Conditions Communication Plan**

To ensure regulatory compliance, the service shall develop a communication plan and implement procedures to ensure that:

- Relevant educators, staff members and volunteers are informed about the medical conditions policy and the medical conditions management plan and medical conditions risk minimisation plan for each child with a specific health care need, allergy or other relevant medical condition; and
- A parent/guardian of a child with a specific health care need, allergy or other relevant medical condition will communicate any changes to the medical management plan and risk minimisation plan for their child.

### **Management of Medical Conditions**

Children identified with asthma or anaphylaxis will be managed in accordance with the specific Asthma Management policy (see 4.15) and Anaphylaxis Management policy (see 4.10) of the service.

Children with other health care needs or relevant medical conditions will be managed in accordance with their individual medical management plan and risk minimisation plan.

In order to effectively manage other health care needs and medical conditions, the service will implement the following procedures:

#### ***Diabetes***

In developing individual children's medical management plans, the service will implement procedures to ensure children with diabetes do not suffer any adverse effects from their condition while at the service. These include ensuring they do not suffer from hypoglycemia (have a "hypo") which occurs when blood sugar levels are too low. Things that can cause a "hypo" include:

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

Children with Type 1 diabetes may need to limit their intake of sweet foods. The service will ensure information about the child's diet including the types and amounts of appropriate foods is documented in the child's medical management plan and that this is used in developing an individual risk minimisation plan.



The service will ensure that educators are adequately and appropriately trained in the use of insulin injection devices (syringes, pens, pumps) used by children at the service with diabetes. In the event of major concerns regarding insulin levels of a child an ambulance will be called.

If a child is displaying symptoms of a “hypo” event the service will:

- Ensure a first aid trained educator provides immediate first aid which will be outlined in the child’s medical management plan and may include giving the child some quick acting and easily consumed carbohydrate;
- Call an ambulance by dialing 000 if the child does not respond to the first aid and apply first aid as per instructions from the ambulance;
- Contact the parent/guardian or the authorised person to be notified in the event of illness, if the parent/guardian cannot be contacted.

### ***Skin Rashes***

Rashes are common in children which may be caused by a viral infection. It is important to be able to assess.

When assessing a rash, educators should consider other signs and/or symptoms. These might include (but are not limited to):

- Fever;
- Unusual behaviour (cranky or less active; cries more than usual; seems uncomfortable/irritable; just seems unwell);
- Loss of appetite;
- Vomiting;
- Headache/stiff neck;
- Frequent scratching, crusty skin/discharge from skin; and/or
- Trouble breathing.

When observing the rash, educators should note:

- What the rash looks like (e.g. dark red like a blood blister; small red pinheads; large red blotches; a solid red area all joined together or blisters);
- How does the rash feel to touch (e.g. raised slightly, with small lumps or swollen);
- Is the rash itchy and where on the body did the rash start (e.g. head, neck); and
- Where is the rash now (e.g. head, neck, abdomen, arms, legs)?

The Coordinator will be informed of any children presenting with a rash to determine whether there is cause for concern for the child’s health and the health of other children and educators. The parent/guardian will be called immediately.

All incidents of rashes should be documented on an Injury, Illness or Trauma Form. Educators must regularly check the appearance of the rash and note time and any changes to inform medical attention that may be sought.

The child will be isolated from other children and made comfortable until the parent/guardian is informed and has collected the child from the service.

If educators are concerned about serious symptoms in conjunction with the rash (e.g. the rash being purple, or spreading very quickly), then an ambulance will be called.

### ***Eczema***

If a child suffers from eczema, parents/guardians will be requested to supply a doctor’s certificate stating this. A medical management plan will be developed and implemented to enable educators to follow any treatment prescribed by the child’s medical practitioner.

A child with eczema is not to be excluded from attending the service.

***Medical Conditions requiring administering of medicinal cannabis e.g. epilepsy.***

Procedures will be followed as per Medications Policy 4.6 (refer subsection Administering Medicinal Cannabis)

**Educator Training and Qualifications**

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

The Coordinator will 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* is in attendance at any place children are being care for, and immediately available in an emergency, at all times children are being cared for.

## References

State Government Victoria. (2013, September). *National Quality Framework - Children with Medical Conditions Attending Education and Care Services*. Retrieved from Department of Education and Early Childhood Development: <http://www.education.vic.gov.au/Documents/childhood/providers/regulation/nqfmedicalconditionsfactsept2013.docx>

University of Wollongong. (2013, August). *Medical Conditions Policy*. Retrieved from UniCentre - University of Wollongong: <http://unicentre.uow.edu.au/content/groups/public/@web/@unic/@mrkt/documents/doc/uow146296.pdf>

<https://www.health.qld.gov.au/public-health/topics/medicinal-cannabis> accessed 14 Dec 2017

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## 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 resources and 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*
- *National Quality Standard, Quality Area 2 – Children's health and safety*
- *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.
- Digital thermometer

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

A suitably qualified first aid educator shall undertake the initial management of any injuries and illnesses occurring at the service. The initial care provided shall be consistent with their level of first aid training and competence. If the first aid incident is deemed to be of a serious nature, the injured or ill person shall be referred for medical assistance and the parent will be notified.

The service will ensure the currency of educator first aid qualifications in accordance with requirements for accredited training refresher updates including general first aid, CPR, asthma and anaphylaxis (refer to approved qualifications on the ACECQA website).

Information about the service's first aid procedures and provisions 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 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 are advised of what to do, where to go and whom to seek first aid assistance from, whilst in attendance at the service.

Children 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. adhesive strip /ice pack), 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 where on their person the first aid was applied, and
- Educator name and signature.

First aid incident reports will be reviewed by the Coordinator on a periodic basis in order to identify areas or practices 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; and
- 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 shall 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.

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December 2018	January 2019	December 2020

## 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 resources and 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*
- *National Quality Standard, Quality Area 2 – Children's health and safety*
- *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.
- Digital thermometer

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

A suitably qualified first aid educator shall undertake the initial management of any injuries and illnesses occurring at the service. The initial care provided shall be consistent with their level of first aid training and competence. If the first aid incident is deemed to be of a serious nature, the injured or ill person shall be referred for medical assistance and the parent will be notified.

The service will ensure the currency of educator first aid qualifications in accordance with requirements for accredited training refresher updates including general first aid, CPR, asthma and anaphylaxis (refer to approved qualifications on the ACECQA website).

Information about the service's first aid procedures and provisions 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 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 are advised of what to do, where to go and whom to seek first aid assistance from, whilst in attendance at the service.

Children 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. adhesive strip /ice pack), 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 where on their person the first aid was applied, and
- Educator name and signature.

First aid incident reports will be reviewed by the Coordinator on a periodic basis in order to identify areas or practices 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; and



- 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 shall 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.

Date Development	of	Date Ratified	Date of Review
December 2018		January 2019	December 2020

## 4.19 Childhood Immunisation Policy

The service acknowledges their obligation under the *Education and Care Services National Regulation 2011*, in ensuring that children are free from risk of harm. This extends to limiting exposure to health and safety risks that may arise from the incidence of vaccine-preventable diseases. Upon enrolment, the service shall request parents/guardians to provide their child's immunisation history statement, in order to determine if enrolment and subsequent attendance will be accepted.



### 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 (QLD)*
- *A New Tax System (Family Assistance) Act 1999*
- *Duty of Care*
- *National Quality Standard, Quality Area 2 – Children's health and safety*
- *Policies: 4.2 – Infectious Diseases, 4.4 – Preventative Health and Wellbeing, 4.14 – Infectious Diseases Response Strategy, 9.2 – Enrolment, 9.3 – Communication with Families, 10.8 – Information Handling (Privacy and Confidentiality), 10.9 – Risk Management and Compliance.*



### Procedures

Through the service enrolment procedures, parents/guardians will be requested to provide a copy of their child's immunisation history statement to the service within a reasonable timeframe (of up to 2 weeks).

Information will be provided to families, including through the service Family Handbook, about the potential impacts on their child's enrolment or attendance if their child's immunisation status is deemed not up to date (i.e. vulnerable children).

The service will establish risk management procedures relating to monitoring and managing the spread of vaccine preventable diseases at the service. Procedures may include:

- Identifying vaccine preventable diseases as part of the enrolment package;
- Appropriate signage for families regarding infectious disease outbreak; and
- Limiting attendance for vulnerable children during times of infectious disease outbreak (if enrolment has been accepted).

### Vulnerable Children

For child/ren who do not have a current immunisation history statement on file, their immunisation status will be considered 'unknown' or 'not up-to-date', until such time as the correct immunisation documentation is provided.

If the parent/guardian does not provide the child's immunisation history statement within the reasonable timeframe allowed, the child's enrolment may be:

- Refused or cancelled;
- Accepted, with attendance refused until proof of up-to-date immunisation status is provided; or
- Accepted, with specific conditions in place. Specific conditions may include restricting care during an outbreak of infectious disease at the service.

Families of vulnerable children (i.e. those children whose immunisation status is deemed 'not up to date') whose enrolments have been accepted (with or without conditions) will not be eligible for Child Care Subsidy (CCS)

### Medical Contraindication

Enrolment and/or attendance for a child cannot be refused on the basis of their immunisation status if they have a medical contraindication to some or all scheduled vaccines. Whilst not technically vaccinated, these children are still classified as having an 'up-to-date' immunisation status and this should be indicated on their immunisation history statement.

### Conscientious Objection

Children of families who have recorded a conscientious objection to vaccination through the 'Australian Childhood Immunisation Register' will have their immunisation status registered as 'not up-to-date'. Acceptance or refusal of enrolment will be as per the procedures of this policy relating to vulnerable children.

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## 4.20 Sleep and Rest Policy

Ipswich Junior Grammar School OSHC promotes the welfare and comfort for children being educated and cared for at its service by providing opportunities for sleep and rest and with flexible arrangements around this provision. The age, developmental stage and the individual needs of each child will be highly regarded.



### Relevant Laws and other Provisions

- Education and Care Services National Law Act 2010 and Regulations 2011
- Education and Care Services National Amendment Regulations 2017
- Duty of Care
- *National Quality Standard, Quality Area 2 – Children’s health and safety*
- Policies: 2.1 – Respect for Children, 2.6 – Behaviour Support and Management, 2.22 – Children’s Participation and Decisions Making, 3.1 – Educational Program Planning, 4.1 – General Health and Safety, 4.4 – Preventative Health and Wellbeing, 9.2 – Enrolment.



### Procedures

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

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

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

Groupings of children are configured to minimise the risk of overcrowding and promote calming experiences and positive interactions.

Educators will be observant of children’s needs supporting them to communicate their need for comfort, sleep and rest.

Flexibility will be demonstrated in the program with opportunities for children to engage in sleep, quiet and/or downtime experiences as needed.

### References

<http://www.abc.net.au/news/2017-10-06/sleeping-at-preschool-why-policies-need-to-change/9015718> accessed 25 Oct 2107

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 4.21 Supporting Mental Health and Wellbeing

The service recognises the increasing complexity of mental health issues among our children, families and educators. The Coordinator and educators will work collaboratively with children and families to develop skills, attitudes and behaviours that promote long term mental health and wellbeing outcomes for the children who attend our OSHC program.



### 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 Standard, Quality Area 2 – Children’s health and safety*
- Policies: 2.1 – Respect for Children, 2.6 – Behaviour Support and Management, 2.22 – Children’s Participation and Decisions Making, 3.1 – Educational Program Planning, 4.1 – General Health and Safety, 4.4 – Preventative Health and Wellbeing, 4.20 Sleep and Rest Policy. 9.2 – Enrolment



### Procedures

Management, Coordinators and educators shall be committed to providing a service which acknowledges the importance of good mental health and wellbeing.

An inclusive physical and social environment will be provided that promotes fun, enjoyment and learning through play.

Educators will actively develop and form healthy and secure relationships with individual children and families by engaging in meaningful conversations with them and displaying genuine interest in their welfare.

Gain understanding of the child’s interests, ideas, abilities, background and culture and draw on these when designing, planning and implementing the program.

Monitor and evaluate the mental health and wellbeing of children and colleagues providing sensitive and ethical support as needed.

At team meetings share information about the needs of children and families and reflect on appropriate practice for support.

Children will be encouraged to express and manage their emotions, thoughts and behaviour, and to interact appropriately with peers and others.

Provide opportunities for children to express their opinions on matters that affect them, to make choices and to work collaboratively with others.

Promote for each child a sense of self-worth, confidence, dignity and belonging to the group.

Actively acknowledge children’s strengths, efforts and achievements.

Respond to and assist children when they are experiencing difficulties or challenges, to solve problems and to experience success.

Provide children with downtime, restful experiences.

Consult with families and access professional support, training and advice in instances where children are observed to be struggling and additional support is needed.

Raise awareness of mental health issues with children, families and staff through conversation and thoughtful and sensitively presented displays and promotions.

## Reference

Hunter Institute of Mental Health (2014) Connections – A resource for early childhood educators about children's wellbeing. Canberra ACT: Australian Government Department of Education

Date of Development	Date Ratified	Date of Review
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## 5.1 Food Handling and Storage Policy

The service recognises the need for effective food handling and storage practices to ensure that the food provided is not contaminated, nor allowed to become contaminated, or is 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)*
- *National Quality Standard, Quality Area 2 – Children’s health and safety*
- *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

Refer to Policy 4.3 regarding general hygiene procedures, and in particular in relation to the preparation and handling of food.

The Coordinator will be responsible for ensuring that all food preparation practices and areas in which food is prepared comply with all laws and regulations, including local council by-laws (or equivalent) where applicable.

The service will provide the necessary food handling equipment and/or utensils (e.g. gloves, colour-coded cutting boards) to prevent cross contamination.

Educators will ensure their hair is tied back and does not fall into the food.

All food preparation surfaces and utensils will be cleaned and sanitised before use. Refer to the service’s Cleaning and Sanitising Policy 5.5.

Educators will ensure that they, and the children, use effective hand hygiene practices before handling, preparing and eating of food. Refer to the service’s Hygiene Policy 4.3 – Hand Hygiene.

Educators will be made aware of and kept up to date about children who may suffer dietary issues and/or allergies relating to food and/or particular food ingredients through signs in the kitchen area and regular discussions at team meetings. All care and attention will be taken when preparing, serving and storing food for children with particular dietary and/or allergy issues. Families may be requested to provide their child’s food if the service is unable to cater for their specific need.

Children will not be in the food preparation area unsupervised. Food activities that require heating and/or cooking will be fully supervised by an educator.

Educators and/or children who are unwell will not be permitted to handle food, whether it is a food activity or preparation of snacks or meals.

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/or educators, will be refrigerated as soon as possible. Parents/guardians will be provided with information, through the enrolment and orientation process, relating to storage of lunch boxes during vacation care.

The refrigerator, stove/oven, microwave and pantry will be cleaned weekly. 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.

Educators will not eat, nor permit to be eaten by any child, food that has fallen on the ground, or has 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 for any associated recall alerts. Recall alerts may be distributed via television, newspaper and radio communications from the manufacturer or recognised health authority.

All foods recalled under food alerts will be repackaged and returned or destroyed according to instructions as per the food recall alert.

## References

[www.foodstandards.gov.au/foodstandards/foodstandardscode.cfm](http://www.foodstandards.gov.au/foodstandards/foodstandardscode.cfm)

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## 5.2 Food and Nutrition Policy

This service recognises and acknowledges the importance of providing food that is both nutritious and appropriate to the needs of the children. The service encourages and promotes 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.



### 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 Dietary Guidelines (NHMRC 2013)*
- *Physical Activity Nutrition Outside School Hours (PANOSH) (2012)*
- *'My Time, Our Place' Framework for School Age Care in Australia*
- *National Quality Standard, Quality Area 2 – Children's health and safety*
- *Policies: 2.6 – Behaviour Support and Management, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 4.3 – Hygiene, 5.1 – Food Handling and Storage, 9.2 – Enrolment, 9.3 – Communication with Families.*



### Procedures

#### Development and review of Nutrition Policy

A detailed nutrition policy will be developed with opportunities for consultation by the Approved Provider with families, educators and the community.

The policy will be based on information from recognised health authorities, which may include any or all of the Commonwealth or State Government Health Departments and non-government organisations with recognised expertise in nutrition (e.g. Nutrition Australia, Heart Foundation, Queensland Health).

The Coordinator will be responsible to regularly review, and when necessary ensure that the service obtains a formal review of this Nutrition Policy from a recognised nutrition authority or a person duly qualified to advise in relation to it.

The Coordinator will report to the Approved Provider in respect of the Nutrition Policy at least once a year, and whenever a change is made to this Nutrition Policy, following consultation with educators, parents and recognised nutrition authorities.

#### Recommended food

Information about healthy food choices is gathered from recognised authorities (i.e. Australian Dietary Guidelines, Nutrition Australia, PANOSH).

Services may also choose to reference the Queensland Education initiative *'Smart Choices - Healthy Food and Drink Supply Strategy'*. <http://education.qld.gov.au/schools/healthy/docs/smart-choices-strategy.pdf>

#### Provision of healthy and varied food choices

Where the service provides food, educators will seek to provide food which:

- *Is healthy, balanced, varied, age appropriate and consistent with the Australian Dietary Guidelines;*
- *Includes a good balance of fresh foods, as opposed to pre-packaged and prepared foods; and*
- *As far as reasonably possible, accommodates the special dietary needs of children which the service has been made aware, or becomes aware of.*

*Service menus are planned to ensure that food provided is varied and encompass the main food groups as per the Australian Dietary Guidelines. Families, children and educators are encouraged to contribute ideas for the menu. The menu will be completed in consultation of the school's qualified nutritionist.*

For all foods and beverages provided by the service to the children, e.g. breakfast, afternoon tea and/or additional foods provided during vacation care and/or as part of cooking activities, a weekly menu will be displayed which accurately describes the foods to be provided.

Foods provided to the children during vacation care will be decided upon following consultation with the schools qualified nutritionist and families of the service.

The Coordinator will discuss with all parents/guardians any food allergies and restrictions (including cultural or religious) which are required by the parent/guardian to be enforced at the service. Details of these restrictions will be noted on the enrolment form and passed on to educators. Food allergies will be accompanied by a letter from a medical practitioner or other health professional.

The Coordinator and educators will seek to accommodate all such reasonable nutritional needs.

Where children have special dietary needs which is not reasonable that the service meet, the Coordinator will consult with parents and where necessary, the meal will be supplied from home.

When parents provide food for their child, healthy food and drink choices are encouraged.

### **The eating environment**

Social interactions will be encouraged during meal/snack times. Educators will spend this time interacting with the children and modelling good eating and social habits.

Children will be encouraged to use effective hand hygiene practices, prior to all snack/meal times.

To ensure safety, children will be encouraged to sit whilst eating and/or drinking.

Children eating food at the service, outside the regular meal times of the service, will be encouraged to use effective hand hygiene practices and to sit while eating.

### **Serving of food**

Independence will be fostered by encouraging children to serve themselves food, under supervision from educators, using appropriate equipment, e.g. tongs, spoons, jugs etc.

Educators who serve food to the children will ensure hand hygiene procedures are followed and including use of tongs and/or gloves.

At meal/snack times, educators will encourage children to try different foods and to take appropriate portions.

### **Involving children**

Educators involve and consult children when planning the menu and/or food activities and experiences through group meetings and/or children suggestions.

Educators will facilitate children being involved in the preparing and serving of food through 'serve-yourself' routines and cooking activities.

Educators will encourage and involve children in conversations and routines that promote healthy eating and good nutrition.

### **Drinking Water**

The Coordinator will ensure that children have ready access to cool drinking water and clean cups (if necessary).

Educators will encourage children to drink extra water during the summer months, supplying their own water bottle if necessary.

Educators will encourage parents to provide children with extra water to take with them on excursions.

### **Diverse cultural experiences**

Food provided will include food from various cultures particularly those represented in the service and local community.

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.

Food awareness activities will be chosen from a variety of cultures and may include:

- Different ways of serving the food (i.e. chopsticks);
- Different varieties of foods (e.g. feta cheese instead of cheddar); and
- Foods that may have significance within their culture (e.g. Anzac biscuits and their origin).

## Communication with families

The food provided by the service is planned ahead and as per regulatory requirements, the menu is displayed in a prominent place for families and children.

Where parents/guardians are required to provide food for their children, the service will provide relevant nutritional information as well as suggestions for healthy food and drink choices.

If a child has special food needs e.g. cultural requirements or food allergies, the service will work with parents/guardians to develop a plan to meet the child's needs. Parents will inform the service of any changes.

Through the Family Handbook, parents/guardians are alerted to the service's Nutrition Policy, and invited to contact the Coordinator at any time to discuss any concerns or feedback in relation to the Nutrition Policy, of their child's particular dietary requirements for health, or any other reason.

The Coordinator will arrange at least one opportunity every twelve months for parents/guardians to have input into the Nutrition Policy.

## Professional development

As per regulatory requirements, service management will ensure that educators are provided with adequate training and instruction in relation to food handling and storage procedures.

Educators will be encouraged to attend professional development on food and nutritional related topics.

The service will ensure that information and/or fact sheets relating to food safety and nutrition are readily available for educators and families.

## Food Experiences

Food will not be used in the service as punishment or reward for children.

Educators will encourage children to learn about food and nutrition through:

- *Food awareness authorities being included in the service program (e.g. Nutrition Australia);*
- *Engaging children in conversations about healthy lifestyles and good nutrition; and*
- *Inclusion of children in service meal routines.*

## References

Please note: This policy has been developed in accordance with recommendations from the Australian *Dietary Guidelines* (NHMRC 2013) and the *Queensland Health PANOSH (Physical Activity and Nutrition Outside School Hours)* resource.

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 5.3 Food Act (2006) Compliance Policy

Under the Food Act (2006), certain food businesses must be licensed by the local government where the food business is located. Outside school hours care (OSHC) providers that supply food (regardless of whether the food is included in an overall fee or charged separately) are considered to be a food business and may be required to hold a licence.



### 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
- Food Act 2006
- Food Regulation 2016
- Local Government Authority
- Australian and New Zealand Food Standards – chapter 3 Food Safety Standards (Australia only)
- National Quality Standard, Quality Area 2 – Children’s health and safety; Quality Area 7 – Governance and leadership
- Policies: 4.3 – Hygiene, 5.1 – Food Handling and Storage, 5.2 – Food and Nutrition



### Procedures

<https://publications.qld.gov.au/dataset/food-business-licensing-information-for-businesses/resource/b4ff2565-b992-4287-919d-6b64f37ebbab>

### OSHC operated by non-profit organisations

Under the Act, a non-profit organisation is defined as an organisation that is not carried on for the profit or gain of its individual members, and is engaged in activities for a charitable, cultural, educational, political, social welfare, sporting or recreational purpose.

#### Licensable

A non-profit organisation that involves the sale, on at least 12 days each financial year, of meals prepared by the organisation at a particular place is a licensable food business.

A meal means food that is, or is intended to be, eaten by a person sitting at a table, or a fixed structure used as a table, with cutlery, and is of adequate substance as to be ordinarily accepted as a meal. It is important to note that even if the food business does not provide tables and chairs, the food served may still be considered a meal. Food that is *ordinarily* accepted to be eaten with cutlery at a table constitutes a meal.

#### Not licensable

A non-profit organisation is not a licensable food business if:

- The meals consist only of fruit, cereal, toast, or similar food;
- The meals are prepared as part of an educational or training activity conducted by the organisation involving food preparation, hospitality or catering;
- The meals are pre-prepared by an entity other than the non-profit organisation and are stored and heated or otherwise prepared by the organisation in accordance with directions of the meal’s manufacturer; and/or
- It provides only:
  - whole fruit or vegetables;
  - drinks such as cordial, milk or juice;
  - chips, nuts or dried fruit; or
  - biscuits, slices or cakes that are not potentially hazardous (i.e. they do not contain fresh custard or cream and are shelf stable e.g. carrot cake, Anzac biscuits, blueberry muffins).

**OSHC operated by a private business**

Under the Act, an entity other than a non-profit organisation that sells unpackaged food by retail is a licensable food business. Retail means selling directly to the consumer (the parents/students). This means that OSHC operated by a private business that supplies unpackaged food requires a licence (regardless of whether the food is included in an overall fee or charged separately).

However, a private business providing food as part of OSHC is not a licensable food business if it provides only: whole fruit or vegetables; drinks such as cordial, milk, Milo or juice; chips, nuts or dried fruit; or biscuits, slices or cakes that are not potentially hazardous (i.e. they do not contain fresh custard or cream and are shelf stable e.g. carrot cake, Anzac biscuits, blueberry muffins).

The remaining three exemptions that apply to non-profit organisations (listed in the previous section) do not apply to privately run food businesses.

When finalising a menu, OSHC providers should also consider any healthy eating or similar requirements that may apply to their operations.

The Coordinator (or other appropriately delegated senior educator) shall develop and implement a food safety program to comply with the Act as per policy 5.4 Food Safety Program.

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## 5.4 Food Safety Program Policy

The service acknowledges that a best practice approach to food handling, storage and hygiene must be maintained and that compliance with the Food Act (2006) can be ensured by the development and implementation of a food safety 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*
- *Duty of Care*
- *Food Act 2006*
- *Food Regulation 2016*
- *Australian and New Zealand Food Standards – Chapter 3 Food Safety Standards (Australia only)*
- *National Quality Standard, Quality Area 2 – Children’s health and safety*
- *Policies: 4.3 – Hygiene, 5.1 – Food Handling and Storage, 5.2 – Food and Nutrition, 5.3 – Food Act Compliance.*



### Procedures

Where the service is required to be licensed as a food business under the *Food Act 2006*, compliance shall be achieved through licensing the food business with the local government authority.

Where the service is not required to be licensed as a food business under the *Food Act 2006*, compliance shall be achieved through self-assessment, including the development and implementation of a food safety program as guided by the resources available to child care services from Queensland Health.

<https://publications.qld.gov.au/dataset/food-safety-programs-information-for-businesses/resource/d304734d-1f5b-4360-8b31-cdcae53c961f>

Supervisors and staff undertaking food handling at the service will be required to have skills and knowledge of food safety including food handling. Food safety and food hygiene training will be provided through such means as external workshops, in-service workshops, induction, in-house training, and workplace documents displayed to feature food safety responsibilities and requirements in accordance with the service’s food safety program.

The service will conduct reviews of the food safety program on a regular basis as part of the Quality Improvement process.

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## 5.5 Cleaning and Sanitising Policy

The service acknowledges the need to provide a hygienic and safe environment, equipment and workplace for educators, children, families and visiting community members. Cleaning and sanitising is an important aspect of this process and will be applied to all food preparation practices and other high risk areas 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*
- *Duty of Care*
- *Work Health and Safety Act 2011*
- *Food Act 2006*
- *Australian and New Zealand Food Standards – Chapter 3 Food Safety Standards (Australia only)*
- *National Quality Standard, Quality Area 2 – Children’s health and safety*
- *Policies: 4.3 – Hygiene, 4.4 – Preventative Health and Wellbeing, 5.1 – Food Handling and Storage, 8.10 – Employee Orientation and Induction.*



### Procedures

An appropriate cleaning and sanitising process shall be applied in the following ‘high risk’ areas/circumstances:

- Food preparation surfaces, utensils and eating equipment
- Bathrooms, toilets and basins;
- First aid waste management; and
- Areas where bodily fluids have been spilt.
- 

Educators will be trained in the cleaning and sanitising processes to be applied to food preparation surfaces i.e. benches and cutting boards:

- Cleaning – Applying soap and water to the surfaces to remove dirt and grime; and
- Sanitising – Applying food grade disinfecting agent to remove residual dirt and germs.

The process for cleaning and sanitising food utensils will occur in the following way:

- Pre-clean – scrape, wipe or sweep away any food scraps and rinse with water;
- Pack in dishwasher; or
- Wash – use hot water and detergent to take off any grease and dirt, soak if needed;
- Rinse – wash off any loose dirt or detergent foam;
- Sanitise – use a sanitiser to kill any remaining germs;
- Wash off sanitiser if required as per manufacturer instructions to see; and
- For utensils allow to drip dry.

The service shall follow the guidelines as recommended by Queensland Health for Cleaning and Sanitising as articulated in the resource: Cleaning and Sanitising (Food Industry Fact Sheet 11).

For services that have an installed dishwasher, the cleaning and sanitising process may be undertaken by ensuring the dishwasher has:

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

Please note: This policy and procedure shall not apply to general use/general purpose areas within the service such as tables, chairs, cupboards etc. unless the above-listed circumstances apply.

## References

<http://www.health.qld.gov.au/foodsafety/documents/fs-11-cleaning.pdf> accessed 15/01/15

Australia New Zealand Food Standards Code – Chapter 3 (Appendix 4) – Cleaning and Sanitising Surfaces and Utensils.

Date of Development	Date Ratified	Date of Review
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## 5.6 Menu Development Policy

The service recognises and acknowledges the importance of providing food that is both nutritious and appropriate to the needs of the children in attendance. In collaboration with educators, children and families, a service menu will be developed, consistent with the Australian Dietary Guidelines and inclusive of children's health/medical issues relating to foods.



### 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 Dietary Guidelines (NHMRC 2013)*
- *Smart Choices Healthy Food and Drink Supply Strategy for Queensland Schools*
- *National Quality Standard, Quality Area 2 – Children's health and safety; Quality Area 1 – Educational program and practice*
- *Policies: 2.11 – Including children with special/additional needs, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 3.14 – Valuing Diversity, Culture and Reconciliation, 4.10 – Anaphylaxis Management, 5.2 – Food and Nutrition, 5.3 – Food Act Compliance, 9.2 – Enrolment, 9.3 – Communication with Families, 9.6 – Parent and Community Participation.*



### Procedures

Development of the service menu will occur in collaboration with IGGS Dietitian, educators, children and families.

The Approved Provider/Nominated Supervisor will ensure the food and beverages they provide at the service are healthy, balanced, varied, adequate, age appropriate and consistent with the Australian Dietary Guidelines and as far as reasonably possible, meets the needs of children with special dietary requirements.

The service will ensure that children have access to safe drinking water at all times.

*Service menus are planned on a regular basis. A checklist (as provided in the PANOSH resource) is accessed to ensure that food provided encompasses all of the main food groups.*

*The Coordinator will ensure that the weekly menu is displayed for families and accurately describes the food and drinks being provided by the service.*

*Educators will be informed of children's food allergies and/or restrictions (including cultural or religious) through a staff communication book/folder and regular team meetings.*

*Families, children and educators are encouraged to contribute recipes and suggestions to support a culturally diverse menu.*

Educators will be provided with opportunities for professional development training relating to nutrition and food related issues.

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## 6.1 Space and Facilities Requirements Policy

The Approved Provider will ensure that the space and facilities used for the program and range of activities provided in keeping with the policies and procedures of the service are safe and stimulating. The environment accessible to all children will promote 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*
- *National Quality Standard, Quality Area 3 – Physical environment*
- *Policies: 3.1 – Educational Program Planning, 3.7 – Physical Activity, 10.3 – Budgeting and Planning.*



### Procedures

The Approved Provider/Nominated Supervisor will ensure that the following are provided by the service:

- *Indoor space of at least 3.25 m<sup>2</sup> of unencumbered space per child. Indoor spaces used by children will be well ventilated, have adequate natural light and are maintained at a temperature that is safe and reasonable;*
- *Outdoor space of 7m<sup>2</sup> of unencumbered 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 as recommended by recognised safety authorities;*
- *Verandah areas may be included as either indoor OR outdoor space with the written approval of the Department of Education and Training - Early Childhood Education and Care;*
- *Adequate toilet, hand washing and drying facilities for children and educators and in particular that:*
  - *By location and design, allow for safe use by the children; and*
  - *Allow convenient access from both indoor and outdoor areas.*
- *Facilities that cater for soiled clothing including hygienic storage and inaccessibility to children;*
- *Adequate facilities that cater for the safe handling, preparation, storage and disposal of food and beverages;*
- *Facilities that provide adequate and safe drinking water will be provided at all times;*
- *Sufficient furniture, materials and equipment that are developmentally appropriate, inclusive and adaptable to ensure participation by every child in the program; and*
- *Adequate administrative space and facilities for the purposes of:*

- *Conducting the administrative functions of the service;*
- *Private and personal conversations with families; and*
- *Providing respite for coordinators, educators and/or volunteers.*

*The Nominated Supervisor/Coordinator will, in conjunction with the Approved Provider, ensure that the following are available at the service: -*

- *A telephone located inside the premises or one that is accessible at all times;*
- *Storage space close to play areas, with at least one lockable cupboard for valuable equipment;*
- *A lockable drawer or small cupboard for educator personal belongings;*
- *Area to display children's artwork and a notice area for parents;*
- *Equipment and resources displayed in such a way that children can access them independently;*
- *A space for children to store their lunch/coat/bags etc.;*
- *Adequate lockable storage facilities for equipment, tools, first aid kit, medication and poisonous and dangerous substances;*
- *Lockable cupboard or filing cabinet for all child and family information (including enrolment forms), educator records and any other confidential records; and*
- *Adequate space for children to engage in rest and/or quiet experiences.*

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## 6.2 Provision of Resources and Equipment Policy

The service recognises the importance of providing resources and equipment that are safe and suitable to the developmental and recreational needs of the children 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*
- *National Quality Standard, Quality Area 3– Physical environment; 1.1 The educational program enhances each child's learning and development*
- *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, is flexible and able to be rearranged or adjusted to provide additional interest, variety, challenge and support the inclusion of children 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 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 to independently access equipment and resources.*

*The Coordinator will ensure that a wide range of real, commercial, natural, recycled and simple homemade materials are provided to support the children's learning in a range of ways.*

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## 6.2.1 OSHC Establishment Resource and Equipment List – refer Inventory List

The coordinator shall update the IJGS Inventory list annually. This document will be kept on file and easily accessible.

## 6.3 Work 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*. See also Policy 7.1 for specific obligations relating to emergency equipment and facilities. 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.



### 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, Manual Tasks Code of Practice 2010, Hazardous Substances Code of Practice 2003, Manual Tasks Involving the Handling of People 2001.*
- *Fire and Emergency Service Act 1990 and Building Fire Safety Regulation 2008 (Queensland), Electrical Safety Act 2002.*
- *National Quality Standard, Quality Area 2 – Children’s health and safety; Quality Area 3 – Physical environment*
- *Policies: 4.4 – Preventative Health and Wellbeing, 6.1 Space and Facilities Requirement, 6.2 – Provision of Resources and Equipment, 8.10 – Employee Orientation and Induction, 10.9 – Risk Management and Compliance.*



### Procedures

The Nominated Supervisor/Coordinator shall be responsible to act as the Health and Safety Representative for the service, or to ensure that there is, at all times, an educator or other appropriate person in relation to the service who is designated in this position, and who shall report directly to the Coordinator.

If the Coordinator or another team member of the service is acting in the role of Health and Safety Representative, the Coordinator shall ensure that person has adequate time, education/training and resources to ensure that she/he is able to fulfill the role as required by the legislation.

The Health and Safety Representative shall:

- *Maintain, in a safe and accessible place, up-to-date records and materials as required by the legislation;*
- *Regularly check the website or other resources of the Queensland Department of Justice and Attorney General at <http://www.justice.qld.gov.au/>*
- *Monitor educator practices and ensure up to date information is distributed;*

- *Make recommendations to management on how to improve current systems;*
- *Ensure stairs and walkways are kept clear of furniture, equipment and clutter; and*
- *Ensure equipment is arranged with consideration to its purpose and in relation to other areas of play space.*

The Educator Handbook and orientation and induction processes shall contain up-to-date information on the legislative requirements for workplace health and safety.

## **Dangerous Substances**

The Coordinator must ensure that:

- All poisons, disinfectants, corrosive substances and other poisonous and/or dangerous substances and items are clearly labelled as per manufacturer safety instructions, kept out of reach of children and placed in a child proof storage facility.
- Risk assessments will be conducted for all dangerous substances used at the service and all educators trained in safe usage.
- Unused or unnecessary substances are disposed of in a safe manner.
- All hazardous substances must have a safety data sheet (obtained from the manufacturer) which will be kept close to the storage of the product. All hazardous substances are recorded in a register, including a copy of the relevant safety data sheet. .
- Storage of medications and service first aid kit/s are accessible to educators but not to children.

## **Maintenance**

IGGS Management staff will be responsible to ensure that the service has adequate heating, ventilation and lighting at all times.

The Coordinator will ensure that educators/IGGS Maintenance staff remove from use and have repaired or replaced as soon as possible, all equipment that is faulty or broken.

Regular periodic inspections of the service building and surrounding areas will be conducted using environmental checklists and including areas such as car parks, gardens and pathways etc. by IGGS Management staff.

Regular periodic inspections of all playground equipment will be conducted by OSHC staff and IGGS Maintenance Team – any and all defects, faults or problems which arise will be reported to the coordinator and referred to the IGGS Maintenance Team via Maintenance Service Request email.

Prior to use each day, educators will conduct a documented safety check of all indoor and outdoor spaces and equipment to ensure it is safe for use, free from items which may cause injury, and free from splinters and spiders.

Hazards identified from daily safety checklists (see 4.1.1) will be brought to the Coordinator's attention by the educator. The Coordinator will complete a maintenance request via email to the IGGS Maintenance team.

Sandpits will be raked prior to use to check for any animal faeces and any potentially dangerous objects. (n/a 2019)

Facilities and equipment assessed to have potential for injury will not be used or action is taken to allow for safe usage. A group email will be sent to all educators which will instruct on any restrictions necessary on use of equipment or areas. Educators will also be kept up to date on happening around the campus at mini meetings held periodically or daily when necessary.

IGGS shall ensure that an approved earth leakage device is installed and operational.

In regard to electrical equipment, IGGS will be responsible to ensure that:

- Specified electrical equipment is inspected, tested and tagged by a competent person at prescribed intervals and immediately withdrawn from use if it is not safe to use; and
- 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.

IGGS shall ensure that all fire safety equipment (extinguishers and blankets) are tagged and tested and in accordance with the *Building Fire Safety Regulation 2008*.

### Manual Handling

IGGS Management will ensure that all team members have adequate training in relation to safe lifting and manual handling techniques used at the service. Educators must use lifting equipment (e.g. hoist, devices with wheels) as advised by management for use.

The Coordinator will ensure that appropriate lifting and manual handling techniques are practiced by educators and/or volunteers. Educators must inform the Coordinator if they have any medical or health issues that may place them at risk of injury when lifting or moving people/objects.

Educators will be encouraged to use appropriate lifting and manual handling techniques and will be advised to seek safe methods through ongoing displays of safe techniques.

### Sharps/Dangerous Objects

'Sharps' refers to any object that can pierce or penetrate the skin easily, including needles and/or broken glass.

IGGS maintenance staff will be contacted immediately to dispose of any sharps presented at the service. The area will not be used until the IGGS maintenance staff have eliminated the hazard.

## References

*Manual Handling Reference: Enable Consultation Services Research and Publishing Unit. Manual Handling and People Transfers for Workers and Other People Movers.*

*Sharps/Dangerous Objects reference: Healthy Living NT, Safe Sharps Disposal fact sheet, <http://www.healthylivingnt.org.au/content/?action=getfile&id=235>*

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## 6.4 Shared Facilities Policy

The service actively strives to protect the rights, dignity and safety of all people and groups with whom they share facilities. Management will implement effective strategies that promote collaborative partnerships and respectful shared facility arrangements with the community that apply to its operations and program.

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*
- *National Quality Standard, Quality Area 3 – Physical environment; 1.1 The educational program enhances each child's learning and development; 6.2 Collaborative partnerships enhance children's inclusion, learning and wellbeing*
- *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

The shared facility arrangements shall be clearly articulated within the service agreement between IGGS and will include information surrounding:

- Communication with regard to the shared arrangements;
- The storage and setting-up or packing-away 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;
- Cleaning and maintenance requirements;
- Security and closing procedures for the shared space detailing service and public responsibility; and

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## 6.5 Use and Maintenance of Air Conditioning Policy

The service recognises and understands the need to maintain a healthy and safe environment for children and educators whilst at the same time valuing the need to ensure that the air conditioning operates with minimum impact on the environment.



### 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*
- *Environmental Protection Regulation 1998*
- *National Quality Standard, Quality Area 3 – Physical environment*
- *Policies: 4.4 – Preventative Health and Wellbeing, 6.1 – Space and Facilities Requirements, 6.3 – Workplace Health and Safety.*



### Procedures

The service shall operate the air conditioner to cool and/or heat the space to ensure the environment is comfortable and suitable to maintain the wellbeing and safety of children and educators.

The air conditioner temperature is set by IGGS.

Educators will ensure that, before the air conditioning is turned on, windows and doors will be closed for energy efficiency.

Regular maintenance shall be carried out on the system/s by a reputable contractor where a service report shall be required and obtained by IGGS.

Regular cleaning of the air conditioner will be conducted by contractors appointed by IGGS.

Aesthetics and safety shall be considered for all new air conditioning installations.

For services operating within an Education Queensland school site, air conditioning installation requirements can be found in the 'Schools Manual for the Solar and Energy Efficiency in Queensland State Schools Program' available at <http://education.qld.gov.au/facilities/solar/pdfs/school-manual.pdf>

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## 6.6 Management of Poisonous Plants and Fungi Policy

The service understands the need to maintain a healthy and safe environment for children and educators whilst at the same time valuing the aesthetic appeal of the natural environment. A number of plants and fungi are known to be poisonous to people and may pose significant risk if consumed, or in some cases handled. 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*
- *National Quality Standard, Quality Area 3 – Physical environment*
- *Policies: 4.4 – Preventative Health and Wellbeing, 6.1 – Space and Facilities, 6.3 – Workplace Health and Safety.*



### Procedures

“Plants and fungi poisonous to people in Queensland” produced by the Queensland Health Environment Protection Agency. This resource is 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](http://www.health.qld.gov.au/poisonsinformationcentre/plants_fungi/default.asp)

The service shall keep in a visually accessible location the number for the Poisons Information Centre 13 11 26.

The service environment will be maintained free from poisonous plants and fungi by IGGS who have sole governance on the removal and planting of suitable trees, plants and shrubs.

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## 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 Regulation (2011)*
- *National Quality Standard, Quality Area 3 – Physical environment*



### 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.

Property of equipment damaged due to the activities undertaken by the service will be repaired or replaced by the service.

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**Policy Group**  
**7:**
**Emergencies**

## 7.1 Emergency Equipment and Facilities Policy

Personal safety and security of children, educators, volunteers and 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 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*
- *Work Health and Safety Act 2011, Building Fire Safety Regulation 2008*
- *Family and Child Commission Act 2014*
- *National Quality Standard, Quality Area 2 – Children's health and safety*
- *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 IGGS will appoint contractors to test them regularly in accordance with the manufacturer's instructions.

IGGS (see Policy 6.3 – Workplace Health and Safety) will be responsible to ensure that:

- *The alarm bell or warning system for an emergency is kept in good working order and tested regularly;*
- *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*
- *Fire extinguishers are properly installed, clearly sign posted and maintained at the premises and educators have basic training in their usage.*

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*The service calls upon the advice of the Queensland Emergency Services or other appropriate authority, for information on the appropriate measures required to comply with this policy.*

## 7.2 Drills and Evacuations Policy

The service acknowledges the need to ensure that educators and children 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 evaluation of the procedures followed.



### 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*
- *Family and Child Commission Act 2014*
- *National Quality Standard, Quality Area 2 – Children's health and safety*
- *Policies: 6.3 – Workplace Health and Safety, 7.1 – Emergency Equipment and Facilities, 7.4 – Fire Safety Compliance, 8.10 – Employee Orientation and Induction.*



### Procedures

The Coordinator will work collaboratively with the community and relevant authorities to identify events that may occur at the service which require an evacuation (e.g. fire, bomb threat, storm, intruder etc.), and to conduct a risk assessment for each of these events.

Evacuation instructions for what must be done and a floor plan to follow in case of an emergency event, will be prominently displayed near each exit of each room utilised at the service.

Educators must ensure that all exits are kept clear and unlocked to enable a quick departure.

Emergency evacuation and lockdown procedures will be rehearsed and documented at least once a term. Each term the drills will be scheduled to occur on different days of the week so that all educators and children are familiar with the procedures.

Emergency telephone numbers will be clearly displayed within the service.

For each emergency situation, educators will have access to a telephone outside of the room/OSHC mobile phone.

In an emergency evacuation situation, the educator who first discovers the emergency will sound the alarm.

The Coordinator, or in her/his absence the Responsible Person-in-Charge for that session will take charge of the situation and/or delegate others to:-

- Telephone the relevant emergency number;
- *Check and evacuate all rooms including the toilets, storage rooms and near-by buildings on the premises;*
- *Collect daily roster to account for all employees;*
- *Collect child summary list;*
- *Collect backpack with first aid kit and emergency evacuation kit;*

- *Close and secure all doors and windows if only if safe to do so;*
- *Once at the designated assembly area, check the roll to make sure that all children and staff are accounted for; and*
- *Notify parents, the Approved Provider and the Regulatory Authority.*

Attempts to extinguish fires will occur only when the room is evacuated, if the fire is very small, and the person trained in using the extinguisher is in no immediate danger.

No one will re-enter, nor be permitted to re-enter, a building in which there is or has been a fire, under any circumstances, unless and until the emergency service advises that it is safe to do so.

### **Bomb Threat**

In the event of a bomb threat, the following information will be recorded by the person who answers the call, on the 'bomb threat checklist' (see 7.2.1):

- *Time and date of the call;*
- *The wording of the threat; and*
- *Other specific details.*

DO NOT hang up the phone, and without alerting the caller, indicate for another person to use a separate phone to call police to report the threat.

Implement an evacuation of the building according to the services' emergency evacuation procedure.

When safe to do so, complete an incident report on the situation, and notify the Approved Provider and Regulatory Authority.

### **Evaluation**

An 'evacuation drill evaluation form' (see 7.2.2) is to be completed by the Coordinator or Health and Safety Representative as soon as possible after the drill.

Issues identified through this evaluation will be discussed at the next team meeting and referred to management. Feedback should also be provided to the children.

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## 7.2.1 Bomb Threat Checklist

Date		
Staff member		
Time of call		
Time of call:	am/pm	<b>DO NOT HANG UP—KEEP CALLER TALKING</b>
<b>Questions to ask</b>		
When is the bomb going to explode?		
Where exactly is the bomb?		
When did you put it there?		
What kind of bomb is it?		
What will make the bomb explode?		
Did you place the bomb?		
What is your name?		
Where are you?		
What is your address?		
Exact wording of threat		
<b>Listen For</b>		
VOICE	accent / impediment / tone / speech / diction / manner	
LANGUAGE	polite / incoherent / irrational / taped / read out / abusive	
NOISES	traffic / voices / machinery / music / noises on the line	
OTHER	gender of caller M/F Estimated age	
Time the call ended		
Name and signature of recipient		
<b><u>REPORT THE CALL TO YOUR SUPERVISOR/COORDINATOR IMMEDIATELY</u></b>		
<b><u>CALL THE POLICE</u></b>		

## 7.2.2 Evacuation Drill Evaluation/Lockdown

Date	
Type of Drill	Evacuation <input type="checkbox"/> Lockdown <input type="checkbox"/>
Start and finish Time	
Staff members	
Number of children	

Action	Yes/No	Further action required
<b>Staff</b>		
Were all staff members informed of the upcoming drill?		
Was the procedure clearly displayed?		
Did all staff understand their roles and duties?		
Were there any points of the fire drill that was unclear?		
Were any outside hazards noticeable during the fire drill?		
Were the children adequately supervised and staff / child ratios maintained?		
Were directions given to children in a clear and precise manner?		
Is there anything that you can be improved for the next fire drill?		
<b>Children</b>		
Were all children informed of the drill?		
Was the procedure clearly displayed?		
Did the children understand the reason for carrying out the lockdown drill?		
Did the children understand the directions given by staff?		
Did the children follow directions given by staff?		
Did children experience any difficulties		
Were any children upset by the drill? If so why?		
Did children give feedback?		



## 7.3 Harassment and Lockdown Policy

The service acknowledges the need to ensure that educators and children are aware of, and understand, evacuation, lockdown 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*
- *Work Health and Safety Act 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulation 2000*
- *National Quality Standard, Quality Area 2 – Children's health and safety*
- *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 Coordinator, 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 move the children to an identified safe place. If the threat is inside, children will be escorted outside by educators to a designated safe place. If the threat is outside, then children will be escorted inside by educators; and*
- *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 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 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 and parent contact numbers; and*
- *An educator will close and lock all doors and windows (only if appropriate and able to do so);*

*Once at the designated assembly area, an educator will check the roll to make sure that all children and educators are accounted for including children who have already been signed out and have been collected.*

*In the event of an external threat (storm, intruder, fire, bomb, gas leak) where children are to be escorted inside, once the prearranged signal has been acknowledged, the following drill will be initiated:*

- *Educators will calmly and quietly move the children to safety inside the room, checking the toilets, storage rooms and near-by buildings;*
- *All doors, windows and curtains will be shut and locked (if safe to do so);*
- *An educator will check the roll to make sure that all children and educators are accounted for including children who have already been signed out and have been collected; and*
- *Educators will encourage children to sit quietly.*

During all rehearsals, and/or in an actual emergency event, educators are to calm the children and provide them with appropriate support.

The Coordinator or Person-in-Charge at the time of an actual event will call 000.

No one will leave, nor be permitted to leave, the identified evacuation or lockdown area until the Coordinator 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.

Notification will be given to the Approved Provider and the Early Education and Care Office (the Regulatory Authority in Queensland)

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## 7.4 Fire Safety Compliance Policy

In order to ensure the safety and wellbeing of children, families and educators, the service recognises the need to ensure that systems, equipment and premises comply with the regulatory requirements in relation to fire safety. IGGS will ensure educators are aware of their responsibilities in relation fire 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*
- *National Construction code 2011 - Building Code of Australia, volume 1 (class 1 – 9 buildings)*
- *Fire and Rescue Service Act 1990, Building Fire Safety Regulation 2008*
- *National Quality Standard, Quality Area 2 – Children’s health and safety*
- *Policies: 6.3 – Workplace Health and Safety, 7.1 – Emergency Equipment and Facilities, 7.2 – Drills and Evacuations, 8.10 – Employee Orientation and Induction, 10.9 – Risk Management and Compliance.*



### Procedures

IGGS will ensure that the premises used for the service are compliant with Building Fire Safety Regulations 2008 (Queensland).

The Coordinator and/or Health and Safety Representative will be responsible to:

- Keep emergency exits clear and unlocked at all times while the service is operating;
- Ensure emergency evacuation signs and posters are displayed, including a site map showing the position/location of the building on the grounds, the assembly points and the routes to them;
- Have a developed evacuation procedure with allocated tasks for educators;
- Conduct emergency evacuation drills every 3 months;
- All educators have completed their online Fire training and Evacuation Test;
- Ensure fire safety equipment is maintained regularly.

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## 7.5 Extreme Weather Policy

The service acknowledges that extreme weather conditions could pose significant risk to children and educators attending the service during operating hours therefore precautions to ensure the health and wellbeing of children and educators will be implemented. Extreme weather conditions may include excessive heat, bushfires, cyclones, torrential storms, floods, hail and/or snow storms.



### 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*
- *National Quality Standard, Quality Area 2 – Children’s health and safety*
- *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 SAC service may also be closed.

The Coordinator 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 Coordinator will ensure an ‘emergency/storm pack’ including a torch, batteries, a small radio and drinking water is readily accessible to educators. The Coordinator will ensure the service mobile phone is accessible to educators, when required.

The Coordinator will ensure that risk assessments are conducted for identified extreme weather events with control measures identified. Educators will be required to read and sign all risk assessments.

During times of hot weather, educators and children will be encouraged to:

- Follow the service’s Sun Safety Policy by wearing sun smart clothing, a broad brimmed hat and applying sunscreen;
- Drink fluids more frequently throughout the session, particularly cold water;
- 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; and
- Limit strenuous outdoor activities by conducting games and activities indoors or in shaded areas outdoors.

During times of inclement weather, educators and children will be encouraged to:

- Conduct games and activities indoors or in an undercover area outdoors.

If an extreme weather event occurs during service operating hours, the Coordinator will:

- Monitor the situation using local radio or other social media; and
- Ensure educator and children's safety by remaining indoors or in an area that is deemed safe (as per Lockdown Policy 7.3).

If, during normal operating hours, closure of the service is expected as the result of an extreme weather event, the Coordinator will:

- Contact the Approved Provider to notify them of the situation;
- Contact families to arrange collection of their child when safe to do so; and
- Ensure the Regulatory Authority (<https://closures.earlychildhood.qld.gov.au>) are notified of closure as soon as practicable.

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## 7.6 Emergency Closure Policy

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



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act (2010) and Regulation (2011)*
- *National Quality Standard, Quality Area 2 – Children's health and safety*



### Procedures

#### Children and families

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

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

Fees for unused sessions of care as a result of the declared emergency will be waived.

#### Educators

Once educators/staff members have made provision for the children's safety and wellbeing during the declared emergency, they should attend to their personal safety and wellbeing needs. Educators/staff members may be able to attend to their personal needs sooner if deemed practical. This may mean leaving the service early to get home if their route home is going to be affected by the emergency.

Permanent employees shall be paid as per their usual working hours for periods of declared emergency as instructed from IGGS management. Additional time may be taken from relevant leave accruals.

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

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**Policy Group****8:****Educators, Staff Members and Volunteers****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 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*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Child Protection Act 1999 and Regulations 2000*
- *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: 2.1 – Respect for Children, 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**

**\*\*Please Note\*\*** For the purposes of this policy document, the terms Coordinator and Nominated Supervisor have been used interchangeably as the roles and responsibilities of each position are similar.

The *Education and Care National Services Law Act 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 suitably qualified and/or experienced, and with their consent, to be the Nominated Supervisor of a service.

As the person responsible for the day-to-day management of an Approved Service, a Nominated Supervisor has a range of responsibilities including (but not limited to):

- Ensuring educational programs are delivered in accordance with approved frameworks, based on the developmental needs of children and designed to take into account the individual differences of each child;
- Ensuring children are adequately supervised, not subject to inappropriate discipline and protected from harm or hazards;
- Ensuring food and beverages provided by the service are healthy, nutritious and are chosen with regards to the dietary needs of children attending;
- Ensuring appropriate health and hygiene practices are developed, implemented and practiced by educators and children;
- Ensuring the prescribed levels of educator to child ratios are met and each educator at the service meets the qualification requirement relevant to their role.

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 for any reason.

A person is considered fit and proper if, in the reasonable opinion of the Nominated Supervisor (or other appropriate delegate of the Approved Provider of the service) they: -

- Are capable of providing an adequate standard of child care in the school age care setting;
- Are of good character and suitable to be entrusted with the care and protection of children; and
- Have obtained and provided to the Approved Provider of the service their current positive suitability notice, as per the *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*.

The Approved Provider shall ensure that all educators have a current position description detailing their role and duties as per their position.

The Coordinator 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 for the ongoing improvement of the service.

The Coordinator shall ensure that there is an up-to-date copy of the *Education and Care Services National Law Act 2010 and Regulations 2011* at the service (go to [www.acecqa.gov.au](http://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 Coordinator shall convene regular meetings with educators to keep them informed of all matters of concern relating to the service which 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 are in their care.

Educators who require regular medication will hold a medical certificate that confirms their ability to care for children.



Educators have a responsibility to:

- Adhere to the policies and procedures of the service and the policies and procedures of the Ipswich Girls Grammar School as well as any direction given by the Coordinator in relation to their job role;
- Actively supervise children in all areas of the service by being within sight and/or hearing distance;
- Respect the diversity of all children's backgrounds and abilities and accommodate the individual needs of each child;
- Foster all children's self-esteem and confidence, empowering them to make choices and guide their own play;
- Promote children's sense of belonging, connectedness and wellbeing by interacting in a consistently positive and genuinely warm and nurturing manner;
- Treat all children equitably and respond positively to all children who require their attention;
- Communicate with children respectfully, taking the time to listen and value what they say;
- Work collaboratively to challenge, support, reflect and learn from other educators in order to further develop own skills and practices; and
- Consistently implement and reflect on professional practices as documented in the 'My Time, Our Place': Framework for School Age Care:
  - Holistic Approaches;
  - Collaboration with Children;
  - Learning Through Play;
  - Intentionality;
  - Environments;
  - Cultural Competence;
  - Continuity and Transitions; and
  - Evaluation for Wellbeing and Learning.

Educators have a right to:

- Be respected;
- Be treated courteously by children, parents, other educators and management;
- Work in a safe, clean and supportive environment;
- Be valued and supported as a professional;
- Be offered professional development opportunities; and
- Have their ideas and opinions valued.

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## 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*
- *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: 2.1 – Respect for Children, 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 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's learning and development, and ensure that clear goals and expectations have been established;
- Ensure that curriculum decision making is informed by the context, setting and cultural diversity of the families and the community;
- Ensure that the foundation for the program is based on the children's current knowledge, ideas, culture and interests;
- Ensure that each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating;
- Ensure that critical reflection and evaluation of children's learning and development is used for planning and to improve the effectiveness of the program;
- Mentor educators in the implementation of the program, providing 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.

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## 8.3 Recruitment and Employment of Educators Policy

The service strives to follow 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 procedures and follow practices 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*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Anti-Discrimination Act 1991 (QLD)*
- *Relevant Industrial Award/Agreement*
- *Fair Work Act 2009 and National Employment Standards (for services not operated by P&C Associations)*
- *Duty of Care*
- *National Quality Standard, Quality Area 4 – Staffing Arrangements; Quality Area 7 – Governance and leadership*
- *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 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 an 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; and/or
- Medical record.

Vacant permanent part-time positions may be offered internally if the Approved Provider in conjunction with the Coordinator/Nominated Supervisor feel there is a suitable candidate. All decisions relating to promotion and career development will be made without regard to any matters other than the individual's inherent capacity and ability to carry out the position including their performance history.

If there are no suitable candidates for internal appointment, the position will be advertised through appropriate agencies or sources including:

- Local and district newspapers;
- Appropriate websites including student employment via tertiary institutions;
- School newsletters.

Suitable advertisements should include a description of the position, hours/days required, personal/ professional attributes, selection criteria, appropriate qualifications, closing date for applications and service address. Written applications should include a cover letter, resume and response to the selection criteria.

A letter confirming receipt of applications received on or before the due date shall be sent to all applicants.

Applications shall be reviewed by the Coordinator and management and suitable candidates short-listed and called to arrange for an interview. A letter shall be sent to unsuitable applicants to inform them that their application has been unsuccessful.

The interview process will include the appointment of a panel of up to three key personnel made up of either:

- Management representatives;
- Service representatives; and/or
- Appropriate school employees.

Selection criteria and interview questions based on requirements for the position will be developed and 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 the appointment will be based on the individual's relevant qualifications (if required) and their deemed capacity and ability to carry out the duties of the position. Should the panel be unable to agree on a suitable candidate, further interviews will be considered.

Unsuccessful interviewees will be notified as soon as possible by a nominated person from the interview panel followed with written correspondence.

Educators will only be employed (including as volunteers) if, after reasonable enquiries, including reference checks conducted by a member of the panel, they are considered appropriate for the job, as articulated by the Role and Expectations of Educators Policy (see Policy 8.1).

The suitable candidate shall be contacted by a member of the selection panel to make an offer of the available position, to negotiate starting dates and to inform of the orientation and induction process.

A written letter of offer will be sent to the successful applicant informing them of the decision including the terms and conditions of employment.

Certified copies of staff qualifications, suitability notices and first aid qualifications will be requested and kept confidentially by the service in individual employee files.

*For candidates in receipt of a Blue card (working with children 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 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 Blue Card must be sighted prior to *working at the service.*"

Casual educators may be employed and/or dismissed at the Approved Provider's discretion. The 'reasonable enquiries' required for employing casual educators will include (but not be limited to):

- Requesting an appropriate resume from the candidate, including three professional/character referees;
- The Coordinator interviewing the candidate;
- Contacting at least two referees to check the person's character;
- Sighting a copy of a current working with children suitability notice (Blue Card); and
- 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), Educator handbook and access to a full copy of the service policies and procedures.

The successful candidate will be required to sign an employment agreement stating that:

- They have received and agree to accept the job on the basis of the materials given to them; and
- Agree to observe strictly the policies and procedures of the service, as amended from time to time.

All new educators (including volunteers) will be given an induction session, of at least 2 hours duration, by the Coordinator or other suitable educator nominated by the Coordinator, to ensure they are aware of and including the location of the following:

- Their terms of employment or engagement (including role description);
- Relevant pay award;
- All service policies and procedures (including child protection and grievance procedures);

- Information about the philosophy and goals of the service;
- The Educator Handbook;
- National Quality Standard for Education and Care Services;
- 'My Time, Our Place' Framework for School Age Care in Australia;
- The physical facilities of the service;
- The other educators in the service and their roles;
- The Duty of Care owed by educators at the service to children and others; and
- Any other matters which are necessary to enable the educator to properly do their job within the service, or which they reasonably wish to know.

The Coordinator shall, in conjunction with IJGS management and educators, review the relevant job descriptions and any other requirements relating to the job, against performance indicators which have been previously agreed upon, at least once each year and shall ensure that any resulting changes to the job description, performance indicators or terms of employment are recorded, and accepted by both parties.

The Approved Provider shall review the job description of the Nominated Supervisor and/or Coordinator and any other requirements relating to the job against agreed performance indicators 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 Nominated Supervisor/Coordinator and the Approved Provider 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*
- All timesheets will be checked by the personal aid for the Head of Junior School.

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## 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 service 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 in Australia*
- *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: 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 Coordinator will facilitate opportunities for educators to access professional development and learning opportunities on a regular basis relevant to:

- *The operation of the service and its policies and procedures;*
- *Legal or other regulatory requirements; and*
- *Other issues of interest or benefit to educators to help them better do their job in the overall interests of the service and the children.*

Professional development opportunities to learn or further enhance skills and access information relevant to their role may be made available through:

- Team meetings;
- Training/information sessions;
- External or internal workshops.

The Coordinator will, wherever possible within the resources of the service, bring in specialist or expert presenters to provide training to educators on issues requiring expert knowledge.

The Coordinator will ask educators on a regular basis to contribute suggestions for training topics.

IGGS will be responsible to ensure that a written record of all professional development of educators is kept and regularly reviewed in conjunction with the Approved Provider. This will be provided to educators at the end of each calendar 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.

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## 8.5 Volunteers Policy

Volunteers are a valued and integral part of the service and are managed in a consistent and professional manner, in accordance with the other policies of the service which apply to employees, modified only as necessary to reflect the voluntary nature of the role.

For the purpose of this policy, volunteers also refer to students who are unpaid and volunteering for skill/knowledge acquisition.



### 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 (Risk Management and Screening) Act 2000 and Regulations 2011*
- *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: 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.10 – Educator Orientation and Induction, 10.1 – Quality Compliance, 10.9 – Risk Management and Compliance.*



### Procedures

All procedures of the service which are applicable to employees, apply to volunteers except where expressly provided otherwise, or with such necessary modifications to reflect the voluntary nature of the role.

Volunteers must hold a current Blue Card before they begin volunteering at the service. Certified copies of their Suitability Card and/or Positive Notice will be kept on file for all volunteers who volunteer at the service. A Verification to Authorise Blue Card form will be completed by the volunteer.

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

An induction process, including volunteer handbook, will be given to provide an opportunity to help volunteers understand:

- The service's commitment to an environment which is safe and friendly to children;
- The service's policies, procedures and code of conduct;
- Procedures to follow when harm is suspected or disclosed;
- Their rights and responsibilities;
- What is expected of them in their role;
- The boundaries of their roles;
- The roles of key people in the service;
- What to expect if there is an allegation of harm made against them or to them;
- Reporting procedures; and
- Grievance procedures.

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## 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 positive relationships and 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*
- *National Quality Standard, Quality Area 4 – Staffing Arrangements; 7.2 Effective leadership builds and promotes a positive organizational culture and professional learning community*
- *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 Nominated Supervisor/Coordinator shall be the first contact for all complaints however, the employee will have direct access to the Approved Provider/Head of Junior Schol, and will be encouraged 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; and/or*
- *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 Approved Provider through the Educator/Volunteer Handbook, or other appropriate form of communication, and otherwise will be available on request.

The Coordinator will seek to resolve all genuine and reasonable verbal grievances in the most appropriate way possible in consultation with the complainant. Discussions with the complainant are not to be conducted in the presence of children, other employees or parents, and heated discussions will be avoided.

Written records of discussions will be maintained following confidentiality procedures.

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 Head of Junior School to discuss complaint;
- Head of Junior School to give opportunity, in writing, for other named parties to meet with management to discuss details of grievances tabled; and
- Head of Junior School may seek the services of a professional association for advice, support and/or assistance.

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## 8.7 Workplace Harassment and Bullying Policy

All employees have the 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, wellbeing 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*
- *Prevention of Workplace Harassment Advisory Standard 2004*
- *Anti-Discrimination Act 1991 (QLD)*
- *National Quality Standard, Quality Area 4 – Staffing Arrangements; 7.2 Effective leadership builds and promotes a positive organizational culture and professional learning community*
- *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 behaviour, that:

- Is unwelcome and unsolicited;
- 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 via text, email or phone;
- Sabotaging a person's work, for example, by deliberately withholding or supplying incorrect information, hiding documents or equipment, not passing on messages and getting a person into trouble in other ways;
- A manager setting unreasonable timelines or constantly changing deadlines for an employee to meet, or setting tasks that unreasonably below or beyond a person's skill level;
- Maliciously excluding and isolating a person from workplace activities;
- Persistent and unjustified criticisms, often about petty, irrelevant or insignificant matters;
- Humiliating a person through gestures, sarcasm, criticism and insults, often in front of customers, management or other workers; and/or
- 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 will be reported to the Queensland Police Service immediately.

### **Scope**

Workplace bullying and harassment shall not be tolerated or accepted by any employee or member of management of the service. This policy relates to such incidents as they may occur at the workplace during working hours, and all work-related events including but not limited to:

- Team meetings;
- Family events organised by the service;
- Celebratory functions; and/or
- 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 via phone or in person in the workplace, and outside of it;
- Written communication including letters, notes, minutes of meetings etc.; and/or
- Internal and external communication including emails 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 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; and
- Keeping information confidential if involved in any investigation of bullying.

## Responsibilities

It is the responsibility of all employees to not participate in discriminatory or harassing behaviour within the workplace. The Approved Provider/Coordinator is accountable for ensuring professional standards of conduct are observed at all times and to take immediate preventative action in any situation that has the potential to be construed as harassment. 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.

Employees who believe they are being harassed in any way, are to be informed of their right to **not ignore it** but to take action

- 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; and
- Adhere with 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 /Approved provider through the appropriate channels;
- Arranging for a meeting with the complainant to discuss the nature of the alleged complaint and or grievance; and
- Documenting all conversations regarding the grievance and all alleged instances of harassment or bullying, when they occurred, who was involved, what actually happened and any witnesses or other relevant information.

The Approved Provider may seek expert advice from their employer association in managing any alleged instances of harassment or bullying in the workplace with appropriate dispute resolution services accessed as required and upon professional advice.

### Confidentiality

Whilst all endeavours will be made to maintain the integrity of the investigative process and 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.

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

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 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 is 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*
- *National Quality Standard, Quality Area 4 – Staffing Arrangements; 7.2 Effective leadership builds and promotes a positive organizational culture and professional learning community*
- *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 the Nominated Supervisor/Coordinator, and for the Nominated Supervisor/Coordinator, performance will be managed by the Approved Provider/ executive office bearers.

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:

- The employee completing a performance review self-assessment prior to an interview with Coordinator and/or management;
- A performance review assessment conducted by the Coordinator and/or management;
- A formal interview where aspects of performance assessments are discussed and will include the identification of strengths, aspirations and areas for improvement; and
- Individual development plans are developed and documented to support performance improvement for each employee.

Commitment to ongoing professional development and opportunities to enhance knowledge and skill based on the needs and goals of the service and its stakeholders are discussed and implemented.

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.

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 8.9 Employee Code of Conduct Policy

The service expects that all employees conduct themselves in such a way that is professional and in accordance with the philosophy and goals of the service. Employees are expected to actively demonstrate a positive attitude towards their work, the service and the service's clients, demonstrating the behaviour expected including integrity and professionalism. The service requires that all employees abide by the code of conduct at all times during their interactions with children, families, community members, management and other employees.



### 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*
- *Anti-Discrimination Act 1991 (QLD)*
- *National Quality Standard, Quality Area 4 – Staffing Arrangements; 7.2 Effective leadership builds and promotes a positive organizational culture and professional learning community*
- *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

This policy applies to all employees while in the workplace, or off site at work-related functions (including social functions and celebrations), while on excursions or attending work-related training and conferences.

The *(insert name of Approved Provider)* believes that all employees should be able to work in an environment free from discrimination, victimisation, sexual harassment, vilification and the seeking of unnecessary information on which discrimination might be based. We consider these behaviours unacceptable and they will not be tolerated.

Employees are expected to conduct themselves in a manner which respects the rights and welfare of all employees, volunteers, families and children and to show competence, care, good faith and compliance with instructions and policies and procedures in the performance of their duties.

Employees shall be provided with a copy of the service's code of conduct, code of practice or code of ethics (see 8.9.1) prior to commencing employment.

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

Educators shall be expected to consistently uphold the agreement during their employment with the service, contributing to the creation of a discrimination free and inclusive workplace and a healthy workplace culture.

Breaches to the agreement shall be taken seriously which may result in appropriate action taken on behalf of the employer/service. Action will be appropriate to the breach and may include:

- Counselling;
- An official warning and note on the employee's file;
- A formal apology;
- Demotion; or
- Dismissal for serious misconduct.

## References

ACSEA. (2006). *employee manual*. brisbane: ASCEA.

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## Sample Professional Conduct and Protective Practices

[http://docs.wixstatic.com/ugd/5b9443\\_d26ef46c52744ad09765a88b074507eb.pdf](http://docs.wixstatic.com/ugd/5b9443_d26ef46c52744ad09765a88b074507eb.pdf)



## 8.10 Employee Orientation and Induction Policy

The service assumes responsibility in ensuring 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*
- *National Quality Standard, Quality Area 4 – Staffing Arrangements; 7.2 Effective leadership builds and promotes a positive organizational culture and professional learning community*
- *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 appointed 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 and qualifications);
- An information package given to the new employee, which highlights key aspects of the role, must be known and understood prior to commencing work at the service;
- A minimum 2 hour induction/orientation session where the Coordinator will introduce the new employee to other staff, familiarise the new employee with the service facilities, and work through the Induction and Orientation Checklist (see 8.10.1) with the new employee;
- During the first session of employment, the new employee will be partnered with an experienced educator;
- 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.

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 8.10.1 Educator/staff Orientation and Induction Checklist

This service provides all educators/staff with a paid Orientation and Induction. This process is designed to help you start your job with a good background of how we operate and what we expect from you as an employee.

 <b>IPSWICH GIRLS' GRAMMAR SCHOOL</b> <b>INCLUDING IPSWICH JUNIOR GRAMMAR SCHOOL</b> <b>EMPLOYEE INDUCTION PROCESS</b> <b>To be completed, signed &amp; returned to Principal's Office.</b>		
<b>Employee:</b>	<b>Position:</b>	<b>Start Date:</b>
<b>Principal:</b>		<b>Personal Assistant to Principal:</b>
<b>Deputy Principal:</b>		<b>WHSO:</b>
<b>Deputy Principal &amp; Head of Senior School:</b>		<b>Rehabilitation Officer:</b>
<b>Dean of Studies:</b>		<b>Payroll Officer:</b>
<b>Head of Junior School:</b>		<b>Accounts Officer:</b>
<b>Business Manager:</b>		<b>Facilities:</b>
<b>Head of Boarding:</b>		
<b>Tick when completed</b>	<b>Person Responsible</b>	<b>PROCESS</b>
<input type="checkbox"/>	Personal Assistant to Principal	<ul style="list-style-type: none"> <li>Contract completed including Position Description and Fair Work Statement</li> <li>Distribute Payroll/Induction pack including:               <ul style="list-style-type: none"> <li>Payroll forms</li> <li>Lesson Times/Bell Times</li> <li>Phone Contacts</li> <li>IGGS Organisation Structure</li> <li>Employee Assistance Program</li> <li>IGGS Desk Calendar</li> <li>Map of School</li> <li>Absentee Process</li> </ul> </li> <li>Organise Name Badge</li> <li>Arrange username and password for the network</li> <li>Arrange relevant TASS access</li> </ul>
<input type="checkbox"/>	Employee	Ensure the relevant forms are completed and signed prior to forwarding to Payroll Services:

		<ul style="list-style-type: none"> <li>• Sign and return contract               <ul style="list-style-type: none"> <li>○ Attach copy of:                   <ul style="list-style-type: none"> <li>▪ Proof of Citizenship or Residency status (if not born in Australia)</li> <li>▪ Qualifications</li> <li>▪ Teacher Registration</li> </ul> </li> </ul> </li> <li>• Tax Declaration Form</li> <li>• Choice of Super Fund</li> <li>• Employee Payroll Details</li> <li>• Staff Health Record</li> <li>• Relevant Blue Card form (non-teaching staff)</li> </ul>
<input type="checkbox"/>	Deputy Principal	<ul style="list-style-type: none"> <li>• Strategic Plan</li> <li>• Operational Plan</li> <li>• Car Park allocation</li> </ul>
<input type="checkbox"/>	ICT Support Officer	<ul style="list-style-type: none"> <li>• Provide new employee with username and password for the network</li> <li>• Provide basic overview of how to use the network including               <ul style="list-style-type: none"> <li>○ Logon details</li> <li>○ Passwords (include how to change passwords)</li> <li>○ Intranet</li> <li>○ Remote access</li> </ul> </li> <li>• Set up printers on the PC</li> <li>• TASS and Parent Lounge login</li> <li>• Teacher Kiosk</li> <li>• LMS</li> <li>• Explain usage of Drives</li> <li>• Set up photocopier codes</li> <li>• Lift access if required</li> </ul>
<input type="checkbox"/>	Line Manager	<p>Discuss with new employee:</p> <ul style="list-style-type: none"> <li>• Function of role, Department, policies and procedures, duties and responsibilities</li> <li>• Objectives short/long term goals, expectations, reporting relationships</li> <li>• Staff Handbook</li> <li>• General HR policies/procedures including</li> </ul>

		<ul style="list-style-type: none"> <li>○ Applying for leave</li> <li>○ Breaks</li> <li>○ Office hours</li> <li>○ Absentee process</li> <li>○ Performance Review</li> </ul>
☐	Mentor	<p>Familiarise employee with work area</p> <ul style="list-style-type: none"> <li>• Tour of the school</li> <li>• Introductions to other staff</li> <li>• Tour of Health Centre</li> <li>• Staff sign-out register</li> <li>• Canteen</li> <li>• Telephone and fax machine including               <ul style="list-style-type: none"> <li>○ Features – taking messages</li> <li>○ Protocols</li> <li>○ Phone listings</li> </ul> </li> <li>• Bus and grounds duty rosters, areas and procedures</li> <li>• Social Staff Room routine (tea, coffee, etc) / Staff Assoc.</li> <li>• Late arrival &amp; early departure by students process</li> <li>• PA system</li> <li>• Staff Notices</li> <li>• Staff Briefings</li> <li>• School Calendar</li> <li>• Assembly</li> <li>• Co-Curricular activities</li> <li>• Ensure Induction check list is completed and returned to Principal's Office</li> </ul>
☐	WHSO / Rehabilitation Officer	<ul style="list-style-type: none"> <li>• Location of fire extinguisher/exits</li> <li>• Location of fire evacuation assembly area</li> <li>• Location of first aid boxes</li> <li>• Provide copy of School Critical Procedures &amp; Emergency Evacuation document</li> <li>• WHS processes</li> <li>• Discuss any Occupational Health and Safety needs the employee may have e.g. disabled or claustrophobic, noting here any conditions that may require attention in an emergency. Record accordingly</li> </ul>

		<ul style="list-style-type: none"> <li>• Rehabilitation process</li> </ul> <b>Special conditions:</b>
<input type="checkbox"/>	Payroll / Accounts Officers	<p>Payroll Officer to outline the following information about the new employee:</p> <ul style="list-style-type: none"> <li>• Award</li> <li>• Classification</li> <li>• Rate of pay</li> <li>• Pay arrangements</li> <li>• Deductions and allowances</li> <li>• Payslips</li> <li>• Superannuation</li> <li>• Pay cycles</li> <li>• Connx</li> <li>• Completion of timesheets</li> <li>• Salary Sacrifice</li> </ul> <p>Accounts Officer to outline the following:</p> <ul style="list-style-type: none"> <li>• Ordering process</li> <li>• Budget access</li> <li>• Expense reimbursement claims</li> <li>• Staff discount for school fees</li> </ul>
<input type="checkbox"/>	Richard Drew	Does employee require key/keys? If so, provide key and enter onto Key Register.

**Sign off – on completion of all above tasks**

Signed

Employee:

Date:

Deputy  
Principal:

Date:



## OSHC Staff Orientation Checklist

Name: \_\_\_\_\_

Commencement Date: \_\_\_\_\_

The orientation process will cover the following areas:

### 1. Prior to starting

<i>Area of Knowledge</i>	Completed ✓
Centre Information	
Probationary period	
Discipline Process	
Staff Introductions	
Payment of wages / Employment conditions	
School / Centre Tour	
Staff Handbook	
Workplace Health and Safety Manual	

### 2. First day of Employment

<i>Area of Knowledge</i>	Completed ✓
Line of management	
Centre Philosophy and Goals	
Telephone Techniques	
Emergency Phone Contacts	
Follow up on Staff Policies Handbook	
Cleaning Duties	
Staff Resources and Reference Materials	
Grievance Procedures	
Accident / Incident Reports	
Medical Forms	
Chemical Storage and Handling	
Regulations / Acts	

### 3. Follow up meeting during probationary period

<i>Areas of Knowledge</i>	Completed ✓
Staff Roster -internet time sheet submission	
Staff Meetings / Parent Meetings	
Staff Training and Personal Development	
Accreditation	

Staff members, for their part, will be expected to:

- Comply with all relevant legislation, Codes of Practice, Industry Standards, policies and procedures;
- Accept responsibility for the protection of all persons, the community and the environment that may be affected by their activities.
- Be aware asbestos containing material is in various locations throughout the campus. An asbestos management plan is in place and a register is available at main Reception. All works require notification from the Facilities Manager.

Signature - Mentor	Date	Signature - Staff Member	Date

## 8.11 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*
- *P&C Accounting Manual, P&C Operations Manual (for P&C managed services)*
- *Children's Services Award (State) 2012 (P&C managed services only), Children's Services Award 2010, National Employment Standards.*
- *Fair Work Act 2009*
- *National Quality Standard, Quality Area 4 – Staffing Arrangements; Quality Area 7 – Governance and leadership*
- *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 permanent employees seeking to take extended leave such as annual leave or leave without pay shall submit their request via IJGS Leave Form to the Head of Junior School at least four weeks prior to such leave. Casual employees will advise the OSHC coordinator via email.

Employees requesting long service leave must submit their request, in writing to the IGGS Principal, at least 3 months prior to the leave being taken.

IGGS Management 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 of the original request for leave.

All sick leave shall be reported to the Coordinator/person in charge to ensure a suitable replacement can be obtained. Pre-planned arrangements for replacement staff will be in place.

In the event of sick leave of the Coordinator/Nominated Supervisor, "Approval to Appoint" form shall be made to the Approved Provider with the name of the person expected to assume responsibility for the service on that day or throughout the duration of their leave period.

Employees shall receive notification of their holiday and personal leave accruals on their fortnightly pay slip.

All types of leave shall be appropriately recorded on rosters and timesheets.

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## 8.12 Employee Qualifications – Monitoring Progress Policy

The service seeks to ensure that all employees enrolled and studying towards 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's Services Award (State) 2012 (P&C managed services only), Children's Services Award 2010, National Employment Standards.*
- *National Quality Standard, Quality Area 4 – Staffing Arrangements; 7.2 Effective leadership builds and promotes a positive organizational culture and professional learning community*
- *Policies: 2.3 – 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.

Records shall be attached to a study monitoring form and maintained in the employee's confidential file held at the service.

The employer's representative (manager, director 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 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 Coordinator to be delayed and/or jeopardised for any reason, then a meeting shall be scheduled between the employee 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 jeopardise 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.

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## 8.13 Employee Health Policy

The service expects that employees shall take a conscientious approach to managing their own health and in protecting the health and wellbeing of children, 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*
- *National Quality Standard, Quality Area 4 – Staffing arrangements; Quality Area 2 – Children's health and safety*
- *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 report 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 job role.

Employees who are unwell should not report to work and should notify their supervisor at their earliest convenience that they are unfit for work. (Medical certificates may be required)

Employees may be requested to undertake a health check or medical to verify that they are fit for work as expected of them in their role. This process will be non-discriminatory and implemented without bias or prejudice.

Employees who become unwell whilst on the job shall report immediately to their supervisor 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 regard to exclusion periods.

Employees should maintain current immunisation status and may be required to provide the employer with a medical report detailing such status.

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## 8.13.1 Employee Injury, Accident, Incident and Illness Record

Location of Incident Report Forms are as follows:

- Teacher Kiosk
- Links
- General links
- Workplace Health and Safety
- Search: Incident Report

## Office of Industrial Relations - Form 3

### Incident notification form

[https://www.worksafe.qld.gov.au/\\_data/assets/pdf\\_file/0020/82505/incidents\\_form.pdf](https://www.worksafe.qld.gov.au/_data/assets/pdf_file/0020/82505/incidents_form.pdf)

## 8.14 Employee Online Social Networking Policy

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



### 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.*



## Procedures

### Definition

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

- Social networking sites: Facebook, Pinterest, LinkedIn;
- Video and photo sharing websites: YouTube, Flickr, Instagram, Snapchat;
- Blogging sites: Twitter, Tumblr;
- All forums and discussion boards;
- Wikipedia; and
- E-learning portals (i.e. [www.mytimeourplace.com.au](http://www.mytimeourplace.com.au)).

### Responsibilities

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

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

When using social networking media, the following guidelines must be adhered to at all times:

- Children of the service should not be included as 'friends' on social networking sites;
- Offensive comments are not to be made about fellow employees online. This will be viewed as cyber bullying. Even if comments are not made directly, they may still be viewed indirectly by multiple people;
- The service name shall not be mentioned in online posts and statuses. This is the best way to ensure that the service's reputation is safeguarded. If it is necessary for an employee to speak about their place of employment online, they are to refer to 'work' and not to the service name;
- 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;
- 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.

Potentially dangerous or damaging to the image or people of the service found online are to be brought to the attention of the Coordinator. This should be done immediately and the information should not be shared with others.

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## 8.15 Children of Employees Policy

The service strives to provide a supportive environment for all families and children using the service. This is extended to children of employees who attend the service however, the service also acknowledges the complexities that may arise when children of employees are participating in the service's program and activities. This policy strives to articulate a model for best practice when employees are providing direct care to their own children 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*
- *National Quality Standard, Quality Area 4 – Staffing Arrangements; 7.2 Effective leadership builds and promotes a positive organizational culture and professional learning community*
- *Policies: 2.6 - 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 of employees shall be permitted to be enrolled in and attend the service using the priority of access guidelines.

Children of employees must be eligible to attend a school age care program, that is, “children over pre-school age” as defined in 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 while they are employed in the service regardless of the attendance of their own children.

Children of employees shall be provided with consistent care, consideration and involvement in the service as any other child participating in the program. The behaviour of children of employees shall be managed as it would any other child participating in the program.

For services located on a school site, if the employee's child has been excluded from the school, the coordinator will:

- Contact the school to confirm exclusion;
- Speak with the Principal to confirm if exclusion applies at the service; and
- Contact the employee to confirm exclusion from the service (in accordance with Principal's direction).

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 8.16 Fit for Work Policy

The service believes that the safety of employees at work and any persons involved within the service (including children) 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*
- *National Quality Standard, Quality Area 4 – Staffing Arrangements; 7.2 Effective leadership builds and promotes a positive organizational culture and professional learning community*
- *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'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: and
- Are physically able to carry out their duties, as per their job description.

'On duty': An employee is on duty at any time they are undertaking the duties and responsibilities associated with their contract of employment.

#### Responsibilities

The Approved Provider/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; and/or
- Consider light duty options and/or stand down any employee who 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 will:

- Ensure that they are not in an unfit state for any reason, including physical limitations and/or under the adverse effects of alcohol or other drugs;
- Notify the Coordinator of any concerns that their fitness for work may be impaired;

- Ensure that any prescription or non-prescription medication is taken safely and in accordance with the requirements as listed further in this policy; and
- Notify the Coordinator, or other responsible person, of any situation in which this policy has been breached, including;
  - Any situation in which other individuals are believed to be unfit for work;
  - The unauthorised possession or consumption of alcohol or other drugs on site or during work; and
  - Any other apparent breach of this policy.

All disclosed information will be dealt with in strictest confidence.

Employees should also be aware that rights to workers compensation or a common law claim may be affected if they are involved in a work related accident while under the influence of alcohol or drugs.

### **Alcohol**

An employee must not be under the influence of or be affected by alcohol 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;
- Being aggressive in manner;
- Staggered, jerky movements, could seem uncoordinated;
- Heavy eyes and/or flushed face; and/or
- 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/Coordinator must be satisfied that they are fit for work and that they have a blood alcohol content of 0.00. Proof of which may include the undergoing of another blood alcohol test, at the employees 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 recognised work event. Where the consumption of alcohol has been properly approved, employees must continue to act in a sensible and responsible manner and with due care for their own and other people's safety and wellbeing. Failure to act in a sensible and responsible manner or to follow any directions with regards to the consumption of alcohol may result in disciplinary action as listed further in this policy.

The unauthorised possession or consumption of alcohol at the workplace will result in disciplinary action as listed further in this policy.

## Drugs

Employees must not consume or be under the influence of any unlawful drug anywhere on 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; or
- LSD.

If an employee tests positive for any other substance, the Approved Provider may obtain relevant expert advice to determine whether the employee will be considered fit for work.

If an employee tests positive for drugs they will be considered unfit for work immediately. For the employee to return to work, the Approved Provider must be satisfied that they are fit for work. Proof of which may include the undergoing of another urine drug test, at the employees expense.

An employee must not cultivate, sell or have in their possession or control any unlawful drug or drug taking implement anywhere on the education and care service premises or grounds or while on duty.

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 the service 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 unauthorised possession or consumption of illegal drugs at the workplace will result in termination of employment.

## Alcohol and Drug Testing Requirements

Testing may be carried out when/where:

- An employee is involved in an incident or accident;
- An employee displays:
  - Unsafe behavior;
  - Causes injury to any other person;
  - Commits an act of negligence or carelessness; and/or
  - Shows disregard for safety.

- There is reason to believe that an employee is affected by alcohol or drugs; and/or
- Evidence of alcohol or drug use at the workplace is discovered and the employee or employees concerned can be identified with reasonable certainty.

An employee who does not co-operate fully with the administration of an alcohol or drug test without a legitimate reason will not be able to return to work until they have co-operated and provided a breath and/or urine sample for analysis.

Employees who refuse will be required to take unpaid leave until they co-operate. Refusal to co-operate will 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; and/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 behavior;
- 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 counseled 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 behavior;
- The risk posed for the safety of the employee and others;
- The employees 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 Coordinator is responsible for ensuring roster cycles are monitored and reviewed to address the potential for fatigue, especially among employees engaged in split shifts and/or potentially hazardous activities.

The Coordinator is responsible for ensuring shift lengths are monitored to prevent excessive time working. Provision will be made on all shifts for appropriate rest breaks during and between shifts to ensure that employees have adequate opportunity for rest.

The Coordinator will take all practical steps to assess and manage the work environment to minimise the impact of fatigue.

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 through fatigue.

## Physical Ability

The Coordinator is responsible for ensuring that all employees are fit and able to perform their duties, when arriving for their shift.

To be considered physically capable of performing their duties, the employee must be able to move about freely, particularly in the case of emergency or risk of harm to others.

As per their job description, the employee must be able to interact with the children and actively contribute to the activities, experiences and routines of 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/Coordinator will inform the employee as to:

- The reason or need for disclosure;
- To whom the disclosure will or has been made; and
- The extent of information that will or has been disclosed.

## References

(ACSEA, 2006)

<http://acsea.org/media/Documents/employment%20documents/fitness%20for%20work%20policy.pdf>

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 8.17 Employee Retention Policy

The service recognises the importance of retaining quality employees who demonstrate ongoing commitment to their work with children and families and use professional standards to guide their practice. The development and retention of quality employees ensures continuity and that the school age care program is responsive to the needs of children as individuals and in groups.



### 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*
- *Relevant Industrial Awards*
- *National Quality Standard, Quality Area 4 – Staffing Arrangements; 7.2 Effective leadership builds and promotes a positive organizational culture and professional learning community*
- *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 in conjunction with IGGS management 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 in conjunction with IGGS management 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; and
- 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;
- Other rewards as deemed appropriate by management.

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 8.18 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*
- *Privacy Act 1988 and Regulations 2013*
- *Fair Work Act and Regulations 2009*
- *Prevention of Workplace Harassment Advisory Standard 2004*
- *Relevant Industrial Award or Agreement*
- *National Quality Standard, Quality Area 4 – Staffing Arrangements; 7.2 Effective leadership builds and promotes a positive organizational culture and professional learning community*
- *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.

### **IGGS responsibilities**

The School 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 School 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 school 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.

The Approved Provider/Coordinator may conduct a workplace investigation in cases of allegations of serious misconduct. The employee who has been accused of the allegation will be informed of the matter verbally, and in writing, and will be advised that they may be stood down 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 other 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 service Coordinator has not identified the behaviour and/or performance issue first hand, sufficient facts must be gathered to determine the seriousness of the behaviour and the appropriate action. Direct observations may be undertaken by the 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 given by the Approved Provider/Coordinator will normally occur when 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 the Approved Provider/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 formal counselling is appropriate.

The formal counselling session will take place as soon as possible after the behaviour and/or performance issue is identified with the employee being advised in writing of:

- When and where the interview will take place;
- The matter/s that will be discussed (i.e. specific details of the alleged unacceptable performance/misconduct);
- Their opportunity to respond; and
- The opportunity for them to bring a support person/observer to the interview.

At the meeting the Coordinator and employee will review and discuss the allegations of unacceptable performance and their responses to these allegations as well as any additional incidents, information and prior relevant corrective action plans.

At the conclusion of the formal counselling session the coordinator will complete an employee counselling report, to be signed and dated by the employee as a true and correct record of discussions, agreed actions and timeframes. A record of the meeting will be provided to the employee by way of a letter confirming:

- The issue of concern;
- Any assistance/support to be provided (if relevant);
- Date and time for subsequent meeting; and
- Disciplinary action taken with the possibility of further action should the required expectations for behaviour and/or performance not be achieved.

### **Disciplinary action**

Disciplinary action may be taken where the alleged misconduct and/or unacceptable performance continues, or is of a serious nature. Disciplinary action may include written warnings and/or termination of employment.

### **Written warnings**

The purpose of a written warning is to 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:

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- 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 reserve 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 Ipswich Girls Grammar School 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

ACSEA. (2006). *employee manual*. brisbane: ASCEA.

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 8.19 Workplace Sexual Harassment Policy

The Ipswich Girls Grammar School 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:

- *Work Health and Safety Act 2011 and Regulations 2011*
- *Sexual Discrimination Act 1984*
- *Anti-Discrimination Act 1991 (QLD)*
- *Fair Work Act and Regulations 2009*
- *National Quality Standard, Quality Area 4 – Staffing Arrangements; 7.2 Effective leadership builds and promotes a positive organizational culture and professional learning community*
- *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.

Examples of sexual harassment being offences under criminal law 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

ACSEA. (2006). *employee manual*. brisbane: ASCEA.

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 8.20 Educator Uniform and Personal Presentation Policy

The Approved Provider requires that educators and other staff, engaged to work with children at their SAC service, 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*
- *National Quality Standard, Quality Area 4 – Staffing Arrangements; 7.2 Effective leadership builds and promotes a positive organizational culture and professional learning community*
- *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

A high standard of personal presentation is required from all educators and other staff at all times whilst on duty at the service. Educators are required to maintain a high level of personal hygiene and all clothing should be clean, pressed and in good condition.

Failure to follow the coordinator's direction and/or blatant violation or repeated violations of this policy may result in disciplinary action.

### Dress Code

Educator's dress and appearance should be professional and conducive to active participation with children. Clothing worn to comply with cultural or religious standards is allowable as long as it does not pose a foreseeable risk to health and safety at work.

Upon employment, educators and other staff will be issued with a 2 service uniform shirt which must be kept laundered and in good condition.

All staff will be required to wear the service uniform shirt while on duty at the service. The service uniform shirt can be worn prior to, and after their designated shift however, whilst in the public view, the educator will be required to conduct themselves in a manner that will not be detrimental to the reputation of the service and Ipswich Junior Grammar School.

Prior to receiving their allocated service uniform shirt, educators will not be permitted to wear clothing that is:

- Tight or revealing (i.e. midriff tops, clothing that reveals undergarments, shirts with spaghetti straps, low-cut tops); or
- Displaying inappropriate images or words; or
- Damaged, including clothing that is ripped or torn.

Educators will be required to supply their own shorts or pants with consideration given to the appropriateness of such clothing when actively working with the children. Shorts and/or pants are required to be no shorter than mid-thigh length with consideration given to ensuring that no part of their buttocks is exposed.

Where educators are required to attend special events, conferences, courses or seminars the service uniform requirements still apply unless specifically directed by the Coordinator or Approved Provider.

Educators will be provided with a service name badge and/or identification card which must be worn whilst on duty at the service. Name badges and/or identification cards 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 to child ratios of the service are maintained.

Educators who leave the employ of the service will be required to return all service uniform shirts in a clean and laundered state. Old or unwanted uniform items should not be given to charities, other people or organisations but should be returned to the Coordinator for disposal.

### Personal Protection Clothing

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. The service will supply a IJGS broad brimmed hat as part of the service uniform. Staff will also be supplied with a IJGS OSHC jacket for colder months.

Educators will be required to wear enclosed and protective footwear at all times. The standard requirement will be a sandshoe or jogger however, consideration may be given to other types of footwear provided that it encloses the foot and is not a strap-on type of footwear. All footwear must meet the work, health and safety requirements of the service and be conducive to active participation with the children.

### Personal Safety

Educators or other staff with long hair are required to secure their hair and tie it back when working with the children and/or handling and preparing food.

Work, health and safety requirements must be considered when determining if jewellery, body piercings and/or other accessories worn by educators are appropriate when working with children. Educators will be encouraged to:

- Wear small sleeper or stud type earrings;
- Minimise the wearing of large or protruding rings; and
- Minimise the wearing of long, dangly necklaces;

To ensure their safety and that of the children and colleagues, educators are requested to maintain their fingernails at a safe and workable length and to minimise any nail decorations and/or embellishments.

### Personal Appearance

Educators are expected to maintain a high standard of personal care, ensuring that:

- Hair is clean and tidy;
- Personal hygiene includes deodorant and/or antiperspirant; and
- 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; nose rings, eye brow rings and the like are not acceptable; and
- Tattoos visible to children and families are covered.

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## 8.21 Educator Interactions with Families - Professional Boundaries Policy

The service acknowledges that throughout the course of providing education and care to children, educators develop trusting and supportive relationships with families. These relationships have been known to extend beyond the professional boundaries of the service. This policy outlines the procedure for managing the connection between professional boundaries and personal relationships to ensure the safety and wellbeing of all stakeholders.



### 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*
- *National Quality Standard, Quality Area 4 – Staffing Arrangements; 7.2 Effective leadership builds and promotes a positive organizational culture and professional learning community*
- *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 who attend the service (such as brother, sister, aunt, uncle, etc.) shall declare such relationships to the Coordinator so that professional boundaries and expectations can be clarified.

On occasion, educators may be requested by families to attend personal events (such as birthday parties) or to provide services for their children such as babysitting. To this end, the following protocols shall apply:

- Educators who are requested to attend personal family 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;
- 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; and
- Educators will be cautioned about taxation and income declaration implications should the engagement of services involve payment.

Educators engaged by families to provide private child care services outside the service operating hours will be encouraged to maintain ethical practices and standards including:

- Maintaining confidentiality, respect and the families right to privacy; and
- Demonstrating behavior that enriches the provision of care and advances the SAC profession

Families will 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>

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## 8.22 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 Provisions

The laws and other provisions affecting this policy include:

- *Anti-Discrimination Act 1991 (QLD)*
- *National Quality Standard, Quality Area 4 – Staffing Arrangements; 7.2 Effective leadership builds and promotes a positive organizational culture and professional learning community*
- *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:

(a) sex; (b) relationship status; (c) pregnancy; (d) parental status; (e) breastfeeding; (f) age; (g) race; (h) impairment; (i) religious belief or religious activity; (j) political belief or activity; (k) trade union activity; (l) lawful sexual activity; (m) gender identity; (n) sexuality; (o) family responsibilities; (p) association with, or relation to, a person identified on the basis of any of the above attributes.

When making decisions in regard 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.

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## 8.24 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:*
  - *Children's Services Award 2010*
  - *Parents and Citizens Associations Award – State 2016*
  - *Education Services (Schools) General Staff Award 2010*
- *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 or the employer's delegate each fortnight on a Tuesday morning.

The timesheet will be reviewed within a 24-hour period and processed once approved.

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. Additional hours will be accrued as TIL and taken in accordance with the award.

Employee will be able to download payslips one day of their pay being processed on Teacher Kiosk via there school log in profile.

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## 8.24 Employee Remuneration and Entitlements 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's Services Award 2010*
  - *Parents and Citizens Associations Award – State 2016*
  - *Education Services (Schools) General Staff Award 2010*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *National Quality Standard, Quality Area 4 – Staffing Arrangements; 7.2 Effective leadership builds and promotes a positive organizational culture and professional learning community*
- *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 Nominated Supervisor 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.



### **Remuneration of the Responsible Person**

Generally, remuneration as the Responsible Person is taken into account for award payments aligned to Coordinator/Director and Assistant Coordinator/Director roles.

Employees remunerated at lower levels who are asked to, are deemed capable of and agree to act as the Responsible Person-in-Charge, shall be remunerated an hourly award-based payment for acting in such a role as determined appropriate. This payment will be awarded to employees who perform higher duties for ten days or longer

### **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.

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## KLM Reimbursement Claim Form

Date:		Authorised:			
Name:		Date:			
Position:		Engine Size:			
Model of Car:					
Date	From	To	Distance (km)	Reason	
	TOTAL KILOMETRES TO BE REIMBURSED				
Staff Signature:			Office Staff Use Only:		
			Date:		

## 8.25 Higher Duties Policy

The Approved Provider acknowledges that educators will from time to time be requested to act as the Responsible Person in Charge. In accordance with the service's policy for determining the Responsible Person, it is acknowledged that an educator must provide informed consent prior to undertaking this additional responsibility. Those educators who provide consent to act in this position shall be remunerated at a level consistent with the additional responsibilities when these responsibilities extend to ten days or longer.



### 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's Services Award 2010*
  - *Parents and Citizens Associations Award – State 2016*
  - *Education Services (Schools) General Staff Award 2010*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *National Quality Standard, Quality Area 4 – Staffing Arrangements; 7.2 Effective leadership builds and promotes a positive organizational culture and professional learning community*
- *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 Nominated Supervisor Policy, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality).*



### Procedures

The educator shall be provided with a clear position description that defines the differences in the responsibilities between the role of the educator and the additional duties of the responsible person in charge.

The educators performing higher duties must give their signed consent to undertaking this additional responsibility and this will be maintained on the service's Staff Record.

Remuneration for educators performing higher duties will be calculated as per the relevant award and will be paid when the higher duties are performed for 10 days or longer.

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## 8.27 Employee Assistance Program Policy

The Approved Provider acknowledges that educators may from time to time need emotional or psychological support. An Employee Assistance Program (EAP) will be accessed and made available to employees when/as the need for counselling arises. This service will be free, professional and confidential for 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*
- *Family and Child Commission Act 2014*
- *Relevant Awards including:*
  - *Children's Services Award 2010*
  - *Parents and Citizens Associations Award – State 2016*
  - *Education Services (Schools) General Staff Award 2010*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *National Quality Standard, Quality Area 4 – Staffing Arrangements; 7.2 Effective leadership builds and promotes a positive organizational culture and professional learning community*
- *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 Nominated Supervisor Policy, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality).*



### Procedures

Professional counselling from the designated Employee Assistance Program (EAP) will be sought to assist staff members through both personal and work-related problems, including:

- Work pressure issues;
- Emotional stress, anxiety, conflict, tension, and depression;
- Separation, divorce, or relationship difficulties;
- Child and family issues;
- Personal trauma;
- Grief and bereavement;
- Health and lifestyle issues (including drugs, alcohol and gambling); and
- Financial and legal referral.

All support will be provided by qualified, experienced professionals with extensive training in counselling and workplace consulting.

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**Policy Group****9****Family and Community****9.1 Access Policy**

This service is available to all school age children and is primarily for those whose parents work or study. The program is designed to include children irrespective of background, culture, religion, gender, disability, marital status or 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 Children's Services Handbook*
- *Duty of Care*
- *National Quality Standard, Quality Area 6 – Collaborative partnerships with families and communities*
- *Policies: 2.11 – Including Children with Special/Additional Needs, 9.2 – Enrolment, 9.3 – Communication with Families.*

**Procedures**

If demand for places provided at this service exceeds those available, priority of access will be given based on guidelines provided by the Australian Government Child Care Provider Handbook.

The service and its employees will promote equality, cultural diversity and will be actively encouraged to understand individual children's backgrounds and provide opportunities and sensitivity to their needs.

To enable children with special/additional needs to attend, the service will facilitate access to inclusion and support assistance as necessary.

To enable children to participate in the range of activities at the service, the Coordinator will invite and encourage all parents/guardians and their child to meet with educators regularly to review and evaluate how the service is meeting the needs of the child.

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## 9.2 Enrolment Policy

The service acknowledges the need to ensure accurate and relevant information relating to the specific needs of each child is available and uses effective enrolment procedures to obtain such information and to impart appropriate information to parents/guardians.



### 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 Department of Education Children's Services Handbook*
- *Duty of Care*
- *National Quality Standard, Quality Area 6 – Collaborative partnerships with families and communities*
- *Policies: 2.4 – Arrivals and Departures of Children, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 3.5 – Excursions, 3.8 – Extra-curricular Activities, 4.6 – Medication, 4.8 – Sun Safety, 4.10 – Anaphylaxis Management, 8.15 - Children of Employees, 9.1 – Access*



### Procedures

The enrolment process will commence with an initial meeting between parents/guardians and the Coordinator, where the families will be provided with a service enrolment pack, including but not limited to:

- Child enrolment form;
- Family handbook; which includes Service rules and behaviour expectations.
- List of current educators, including photos;

Enrolment at this service for children over pre-school age is available from the beginning of the calendar year in which they will attend school. The coordinator will access teacher kiosk to determine proof of age if necessary or families may need to provide documentation relating to proof of age prior to enrolment being accepted.

Strictly for the purposes of enabling the service to fulfil its Duty of Care responsibilities to the child and comply with these policies and procedures, the following information in relation to children is requested from all parents/guardians through the service enrolment form:

- Personal details (name, address, and date of birth);
- Name, home and work address and phone numbers of parent/guardian;
- Name, address, phone number and relationship to child of persons (authorised nominee) who may be contacted for emergency collection;
- Other persons nominated with authority to collect the child from care
- Parental/guardianship and/or residential details (if any), including copies of relevant court orders;
- Relevant health and medical details including food intolerances and medical management plans for children identifies with medical conditions (anaphylaxis, asthma /diabetes)
- Copy of the child's immunisation history statement; and/or (access by IJGS Enrolment)
- Name, address and phone number of the child's doctor;
- Any special physical, emotional, dietary, religious, cultural or other needs or considerations relating to the child; and

- Authorisation for the service coordinator (or nominated educator) to:
  - Provide emergency medical treatment;
  - Apply/assist to apply SPF+30 sunscreen; and
  - Take and/or display children's photographs.

The enrolment form shall also include the written consent of the parent/guardian signing the form to the use of the information by the service in keeping with the Information Handling Policy (Privacy and Confidentiality Policy 10.8) and other policies and procedures of the service.

The service cannot provide its services to a child, and may refuse to do so, if the parent/guardian refuses to give any or all of the above information, as the service will not be able to discharge its Duty of Care and other responsibilities to the child without this information.

Failure to provide the child 's immunisation history statement, within the requested timeframe, may result in the child's enrolment being:

- Refused or cancelled;
- Accepted, however attendance would be refused until proof of up-to-date immunisation status is provided; and/or
- Conditionally accepted as per the service's Child Immunisation Policy.

The service will, on a regular basis, request families to update children's enrolment forms to ensure all parent/guardian and emergency contact information is current.

All information obtained through the enrolment procedures will be kept in strictest confidence and used only for the purposes for which it is obtained (see also Policy 10.8 Information Handling [Privacy and Confidentiality]).

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## 9.3 Communication with Families Policy

The service recognises and acknowledges the importance of effective communication with families and strives to encourage their participation and involvement to enhance the service provided. Families are welcome to attend the service or talk to educators during its operations. We encourage families to voice any concerns in a way that will assist us to provide a responsive and inclusive 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*
- *National Quality Standard, Quality Area 6 – Collaborative partnerships with families and communities; 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child*
- *Policies: 2.4 – Arrivals and Departures of Children, 2.6 – Behaviour Support and Management, 2.7 – Exclusion for Behavioural Reasons, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 2.14 – Bookings and Cancellations, 3.4 – Homework, 3.5 – Excursions, 3.8 – Extra-curricular Activities, 3.11 – Escorting Children, 4.2 – Infectious Diseases, 4.6 – Medication, 5.2 – Food and Nutrition, 4.8 – Sun Safety, 4.10 – Anaphylaxis Management, 4.15 – Asthma, 9.2 – Enrolment, 9.5 – Complaints Handling, 10.4 – Fees, 10.8 – Information Handling (Privacy and Confidentiality), 10.12 – Information Technology, 10.18 – Court Orders and the Release of Children in Care.*



### Procedures

The Coordinator will meet with all new parents/guardians and the child, to discuss the service's operations and program and any specific needs they may have, and to answer any questions.

On enrolment, a Family Handbook will be provided as part of the service enrolment package. The information provided in this handbook is based on key aspects of prescribed service policies and procedures to reference.

Parents/guardians will have access to meet with the Coordinator throughout daily sessions when appropriate to do so, and/or by pre-arranged appointment to discuss any issues or concerns with respect to their child and/or the service.

Information is made available to families about their child which includes documentation of their child's participation and progress in the program.

Information provided by families relating to their child's participation in the program will be documented and used to inform the future programming decisions.

All persons entering the premises will be identified by the Coordinator and/or Person in Charge, as being an authorised person with permission by the parent/guardian.

The Coordinator will treat all enquiries and concerns, and the persons making them, seriously and with respect, endeavouring wherever possible to answer questions and provide relevant information.



Any deficiencies in the service which are identified through this process, and which can be rectified, will be considered by modifying or enhancing these policies and procedures, or the program, as appropriate.

The Coordinator may refer families to information relating to appropriate community support and resource agencies that are accessible and available at the service e.g. parent sign in/notice board.

Information for parents will also be communicated through:

- IJGS fortnightly newsletters;
- Memos posted on qikkids sign in, notice board and via email;
- Regular meetings between Coordinator/educators;
- Meetings when required with parents/guardians;
- Alert notices written by the Coordinator, and approved by the Approved Provider/Head of Junior School, being given to parents/guardians regarding matters of changed policy and where these need to be communicated before the next newsletter or monthly meeting; and/or
- Posts and notifications sent through the service social networking site – Facebook.

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## 9.4 Communication with Community Policy

The service recognises 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 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 Regulations 2013*
- *National Quality Standard, Quality Area 6 – Collaborative partnerships with families and communities*
- *Policies: 8.14 – Employee Online Social Networking, 9.5 – Complaints Handling, 9.6 – Communication with Families, 9.7 – Community Engagement.*



### Procedures

The Coordinator is responsible to ensure that the service holds current contacts and information on relevant community resources, and that educators are made aware of them through regular team meetings and the Educator Handbook.

The Family Handbook makes it clear that families have access to information on relevant community resources for their children, and the Coordinator ensures that they are available and/or sought and made available on the request or identified need of parents/guardians.

The Coordinator of the service ensures that the local community are provided with information about the service, to provide feedback on the operation of the service, and to explore any ways in which stronger community links can be built.

Members of the community will have access to meet with the Coordinator by appointment to discuss any issues or concerns with respect to the service.

The Coordinator will treat all enquiries and concerns, and the people making them, seriously and with respect and will endeavour wherever possible to answer questions and provide required information.

Any deficiencies in the service which are identified through this process and can be rectified will be taken into account by modifying or enhancing these policies and procedures, or the program, as appropriate.

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## 9.5 Complaints Handling Policy

To ensure service provision is in keeping with these policies and procedures and other applicable requirements, the service invites comments and complaints from children, parents/guardians, employees and the community. The service respects and considers all complaints, which require a resolution seriously, and attempts to find a satisfactory resolution wherever possible.



### 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*
- *National Quality Standard, Quality Area 6 – Collaborative partnerships with families and communities*
- *Policies: 8.6 – Employee and Volunteer Grievance, 9.3 – Communication with Families, 9.4 – Communication with Community, 9.8 – Parent Conduct, 10.8 – Information Handling (Privacy and Confidentiality)*



### Procedures

In the first instance, all comments, grievances and/or complaints shall be directed to the Coordinator.

However, the complainant will be directed to access the Head of Junior School if:

- The complaint is about the conduct of the Coordinator;
- The complainant is not comfortable to take the complaint to the Coordinator;
- The complainant is not satisfied with the Coordinator's handling of the complaint; and/or
- The complaint is about a matter of management and administration policy.

For this purpose, parents and others will be kept informed of the current contact details of the Approved Provider (or representative of). This information will be made available immediately on request, displayed in the service premises as to be clearly visible from the main entrance and included in the Family Handbook.

Using the Complaint Record Form (see 9.5.1) a record will be kept detailing the complaint, any relevant discussions, the steps identified to be taken to resolve the issue, and collaborative reviews of the outcome/s. Both the Coordinator/Approved Provider and the complainant should sign this form with a copy provided to the complainant on request.

The Coordinator will seek to resolve all genuine and reasonable complaints in the most appropriate way possible in consultation with the complainant. Discussions with the complainant will remain respectful and conducted in a place that affords privacy.

To encourage openness and honesty in the handling of complaints, the complaints record form will be stored confidentially and made accessible to the complainant on request, and other relevant individuals as needed to resolve the issue on approval from the complainant

Any matters of complaint can be referred to the service Approved Provider or the relevant Regulatory Authority for further guidance and/or assistance.

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## 9.5.1 Complaint Record

Name of complainant		
Date Complaint Made	Time	
Summary of complaint	<input type="checkbox"/> Verbal	<input type="checkbox"/> Written
Summary of Discussion		
Name of second person present (if applicable)		
Summary of resolution		
Further action required by management?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
OSHC Coordinator/Employee name		
Signatures of those present	Date	
Date management made aware of the complaint		

## 9.5.2 Complaints Management Flowchart



Serious 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.	Moderate 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	Minor e.g. the service has incorrectly charged a family for a session of care and accounts are typically correct
Consult relevant service policy and procedure (9.5 Complaints Handling)	Consult relevant service policy and procedure (9.5 Complaints Handling)	Consult relevant service policy and procedure (9.5 Complaints Handling)
Refer the complainant to the service policy and the appropriate person in the organisation to receive the complaint		
Immediately to: Nominated Supervisor Approved Provider Complete relevant service records	Immediately to: Nominated Supervisor Approved Provider Complete relevant service records	As soon as practical to: Nominated Supervisor Approved Provider Make a confidential note in an appropriate file
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 Notify Regulatory Authority (NL01)	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	As soon as possible to the complainant notifying of the response and remedy
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	Reflect on the steps taken above and identify aspects that were effective and where opportunities for improvement have been identified	Reflect on the steps taken above and identify aspects that were effective and where opportunities for improvement have been identified
Take immediate action to minimise the circumstances leading to the serious complaint from re-occurrence	Take action to improve areas identified and make records of those actions on the service's quality improvement plan	Take action to improve areas identified and make records of those actions on the service's quality improvement plan

## 9.6 Parent 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. 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 to support children'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*
- *Public Liability Insurance*
- *Family and Child Commission Act 2014*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *National Quality Standard, Quality Area 6 – Collaborative partnerships with families and communities*
- *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

#### Parents

The service shall develop and implement strategies and processes that identify:

- Parent skills and interests suitable to the program;
- How such parent involvement will support the overall objectives of the service and program delivery; and
- When such parent skills and interests may be utilised as part of the program throughout the year.

Parents 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 ways in which such resources can be utilised e.g. excursions, incursions, support activities etc.;
- How such community engagement will support the overall objectives of the service and, program delivery; and
- When such community resources may be able to be utilised throughout the year.

The Coordinator, management and employees shall identify local and wider community resources, where mutually beneficial and supportive relationships require establishment or enhancement.

Families of the service will be encouraged to suggest suitable and appropriate community venues that may be considered for excursions, incursions etc.

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## 9.7 Management of Intoxicated or Persons Under the Influence Policy

The following policy and procedure are written and described without prejudice:

On occasion, Nominated Supervisor or the Responsible Persons in Charge of the service may need to exercise Duty of Care in managing particular situations. These occasions may include those in which it is suspected that children may be released into the care of intoxicated or under the influence persons. All persons considered or expected under the influence of drugs, alcohol or other substance that are under the employ (at the time) of the service shall be referred to the Fit for Work policy (see 8.17). All persons who are not under the current employ of the service shall be requested to follow the policy and procedure as described.

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



### 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 Regulations 2000*
- *Family and Child Commission Act 2014*
- *Work Health and Safety Act 2011*
- *National Quality Standard, Quality Area 6 – Collaborative partnerships with families and communities*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.4 – Arrivals and Departures of Children, 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. In this case the parent shall:

- Understand and follow all laws regarding the collection and care of school age children and any individual service laws that they select of their own accord to use.

Should the 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 the parent, guardian or authorised person;
- If not the parent, then make attempt to contact the parent to discuss concerns;
- Only release the child if required to by law;
- Call the police if an immediate threat to the welfare and wellbeing of children/and or family exists.

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## 9.8 Parent Conduct Policy

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



### Relevant Laws 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*
- *Duty of Care*
- *National Quality Standard, Quality Area 6 – Collaborative partnerships with families and communities*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.4 – Arrivals and Departures of Children, 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

Parents/guardians shall be expected to communicate appropriately with all educators whilst dropping off or collecting their children, or other children as permitted to and from the service.

Appropriate communication shall include, but not be limited to:

- Appropriate language; and
- Calm and considerate tone.

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

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

The police may be notified if parent/guardian conduct within the service is threatening or violent.

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## 9.9 Acceptance and Refusal of Authorisations Policy

The Approved Provider acknowledges the importance of ensuring parents/guardians/authorised nominees are aware of the process for authority to be given and/or refused for children to participate in relevant aspects of the program through the initial enrolment procedure. Such authorisations and/or refusals must be received in writing and will be handled in accordance with the service's Information Handling (Privacy and Confidentiality) Policy.



### 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*
- *Duty of Care*
- *National Quality Standard, Quality Area 6 – Collaborative partnerships with families and communities*
- *Policies: 2.4 – Arrivals and Departures of Children, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 2.14 – Bookings and Cancellations, 2.15 – Children's Belongings and Property, 3.2 – Program and Documentation Evaluation, 3.4 – Homework, 3.5 – Excursions, 3.7 – Physical Activity, 3.8 – Extra-Curricular Activities, 3.10 – Observational Recording, 3.11 – Escorting Children, 3.13 – Water Safety, 3.15 – Cooking with Children, 4.6 – Medication, 4.8 – Sun Safety, 4.10 – Anaphylaxis Management, 4.11 – Emergency Health and Medical Procedure Management, 4.14 – Asthma, 5.2 – Food and Nutrition, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 – Complaints Handling, 10.4 – Fees, 10.8 – Information Handling (Privacy and Confidentiality), 10.9 – Risk Management and Compliance, 10.10 – Managing Compliance within the Service, 10.18 – Court Orders and the Release of Children in Care.*



### Procedures

Through the service enrolment process parents/guardians will have opportunity to give and/or refuse authority for the following (including but not limited to):

- Sharing of information, relevant to the care of their child (e.g. health, wellbeing and/or cultural requirements) amongst educators and/or support workers who are working within the SAC program;
- Provision of emergency medical treatment including obtaining any medical, hospital and/or ambulance service in the case of an accident or emergency involving their child;
- Service educators to liaise with other health/medical professionals in relation to the care of their child;
- Service educators to assist their child to apply a SPF 30+ sunscreen prior to outdoor activities; and
- Service educators to take photos of their child to record important events and special activities as part of the program.

Parent authority, in writing, will be required before any child will be allowed to leave the approved area of the service. This includes (but is not limited to):

- Excursions;
- Extra-curricular activities; and
- Regular Outings.

Verbal authorisations will be accepted by the service however the following procedure will be implemented:

- Confirm the identity of the person providing the authorisation;
- Ensure the person is an authorised person on the child's enrolment form;
- Document the nature of the authorisation being sought/given; and
- Record the name of the person, how the identity was confirmed and the time and date of the verbal authorisation.

The Coordinator may exercise the right of refusal if written or verbal authorisations do not comply with this policy or the necessary regulatory requirements.

The service will waive compliance with this policy where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. The service can administer medication without authorisation in these cases, provided they contact the parent/guardian as soon as practicable after the medication has been administered.

*Procedures for parents/guardians/authorised nominees to give and/or refuse authority for children's participation is contained within the relevant policies of this service (e.g. Excursions Policy, Extra-curricular Activities Policy, and Escorting Children Policy).*

*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.*

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## 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, families and staff, and we recognise our responsibility to protect and preserve our resources.

Visitors are defined as all people other than:

- Staff members;
- Children enrolled and attending the service; and
- Parents/guardians involved in the task of delivering or collecting children 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 (Risk Management and Screening) Act 2000 and Regulations 2011*
- *National Quality Standard, Quality Area 6 – Collaborative partnerships with families and communities*
- *Policies: 2.2 - Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.3 - Educator Ratios, 2.4 - Arrivals and Departures of Children, 2.11 - Including Children with Special/Additional Needs, 2.13 - Use of Photographic and Video Images of Children, 2.20 - Supervision of Children 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.

Visitors must report the IGGS office on arrival when the IGGS Office is open and sign the Visitors Register and also sign the visitors book at the SAC service. Visitors will be required to display a 'visitors' badge at all times whilst at the service. During times when the IGGS office is closed visitors will be required to sign-in at the OSHC rooms.

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. All visitors will be met by a staff member on arrival and directed to relevant set up area if required during their time in the service.

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.

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## 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 dictate the number of children 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 (Risk Management and Screening) Act 2000 and Regulations 2011*
- *National Quality Standard, Quality Area 7 – Governance and leadership; Quality Area 6 – Collaborative partnerships with families and communities*
- *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
- 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.

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**Policy Group**  
**10:**

**Management and  
Administration**

## 10.1 Quality Compliance Policy

As an education and care service, our service strives to meet the National Quality Standard and the requirements for Approved Providers and Nominated Supervisors under the *Education and Care Services National Law Act, 2010 and Regulations 2011* in such a way as to best fulfil its ability to care for children 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*
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- *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 Regulations 2011* and the *National Quality Standard*).

The Approved Provider requires the Nominated Supervisor/Coordinator to act as Quality Officer to:

- Ensure and monitor the implementation of this Quality Compliance Policy;
- Check for, record and act on non-compliance by the service or its employees with this Quality Compliance Policy; and
- To monitor changes in the *Education and Care Services National Law Act, 2010 and Regulations 2011* and the National Quality Standard (or any specific quality elements) which may affect or require a change to any of the policies and procedures of the service.

The Coordinator is to report on all such matters to the Head of Junior School/Approved Provider.

The service adopts a statement of 'Service Philosophy' (see Policy 1.1), as part of its policies and procedures, which reflects National Quality Standard compliance as a minimum, but which truthfully reflects the values promoted by the Approved Provider/Head of Junior School and the Coordinator within the service.

Educators are an important part of the service and:

- Are consulted as appropriate in the development and modification of all policies and procedures;
- Are provided with an up-to-date Educator Handbook containing relevant information necessary to enable them to abide by service policies and procedures; and
- Agree to adhere to all service values, policies and procedures, through written terms of employment and role statements, including acknowledgement that repeated failure to comply may result in termination of employment.

The Coordinator in conjunction with the Head of Junior School/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-compliance.

The statement of 'Service Philosophy' is displayed on the wall of the service, and included in the Educator Handbook, and the Family Handbook.

Children and families are an important part of the service and:

- *Are actively invited to participate in decision-making and policy review and development wherever appropriate; and*
- *Are kept informed of all policies and procedures, and their means of communicating with the service, through a Family Handbook and other regular means of communication e.g. newsletters, emails etc.*

In addition to this General Quality Compliance Policy, the National Quality Standard requirements of the current legislation are incorporated into the specific policies and procedures of the service.

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## 10.2 Budgeting and Planning Policy

To ensure the effective and efficient management of the service, the Approved Provider/Head of Junior School, IGGS Accountant and Coordinator shall work collaboratively together to develop effective and responsible budgetary guidelines for the ongoing operation of the service.



### Relevant Laws and other Provisions

- See your service's 'Constitution' or 'Rules' or 'Memorandum and Articles of Association' or equivalent for limitations and role of management Committee or other governing body
- *Associations Incorporation Act, 1981*, (Qld) or *Corporations Act, 2001* may apply (e.g. directors' duties) to your management committee or board or other governing body. Take expert advice if you are unsure of this.
- *Accounting Manual for Parents & Citizens' Associations (if P&C managed service)*
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- 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

An annual service budget will be prepared by the Approved Provider/Head of Junior School working in consultation with the Nominated Supervisor/Coordinator and IGGS Accountant to be tabled and passed at the IGGS board.

Budgets will consider the need for appropriate and adequate employees, facilities, equipment, maintenance and the requirements of the service policies and procedures.

Budgets will also consider 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.

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## 10.3 Fees Policy

This service aims to provide a quality service to families at an affordable price. OSHC coordinator and Head of Junior School in consultation with the Approved Provider & IGGS Business Manager of will set fees based on the annual budget required for the provision of quality childcare in keeping with the service's philosophy statement, program goals, and these policies and procedures. Child Care Benefit is available to all families who meet residency and immunisation guidelines.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Australian Government Child Care Service Handbook*
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- *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

Routine bookings shall be entitled to a reduced fee, as set by the Approved Provider. A routine booking shall be defined by a regular pattern of attendance throughout each term on one or more occasion per week.

Casual bookings shall attract a higher fee, as set by the Approved Provider, due to the nature of the booking and irregular pattern attendance.

Fee payments are due, for all days booked within 5 days of statements being issued.

A statement must be issued by the service for each child receiving Child Care Subsidy as reduced fees as per the *Australian Government's Child Care Provider Handbook*, which is available online.

Accepted payment methods include cash, EFTPOS, direct debit or internet transfer.

All monies will be banked on behalf of the service as soon as possible after receipt.

#### Child Care Subsidy

The appropriate personnel will keep parents informed about the availability of Child Care Subsidy (**CCS**) by:

- *Advising all parents of their option to apply for Child Care Subsidy with Centrelink through information provided in the Family Handbook; and*
- *Keeping a stock of information brochures available for parents.*

Families are required to provide all Centrelink information, as requested on the enrolment form, to be eligible for reduced fees. Full fees will be charged until the service receives current and correct information from the family.

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.



## Late Fees

Closing time of this service is 6.15pm. Parents who collect their child/ren after this time will incur a late fee of \$20 per 15 minutes or part thereof.

## Overdue Fees

If there are outstanding fees, or where no payment has been made in at least 2 weeks:

- *In the first instance, the IGGS Accounts Department will send a reminder to the parent and record when the parent has agreed to pay the account;*
- *If no payment has been received when agreed, written notification by the IGGS Accounts Department will be sent;*
- *If no arrangements have been made the parent will be contacted by the IGGS Accounts Department where the terms of payment are discussed. Parents are informed that continued enrolment is dependent on the payment of the fees outstanding*
- *A debt collection agency may be used if payment of fees has not been received; and*
- *The Approved Provider/Head of Junior School may, in its discretion, exclude the child temporarily or permanently from further attending the service if the parents have not met the requirements as advised to them under the previous paragraph.*

## Cancellations and Refunds

Cancellations of bookings will be made in accordance with the Bookings and Cancellations Policy (see Policy 2.14) and will incur any relevant fees and charges according to such policy.

If a family has permanently cancelled care and their account is in credit, they must provide written instructions to the service indicating:

- If a refund is required and have provided account details for transfer; or
- A donation of the credit balance to the service.

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## 10.4 Nominated Supervisor Policy

Dr Peter Brittan as the approved provider of Ipswich Junior Grammar Outside School Hours acknowledges its obligation to appoint one or more individuals as Nominated Supervisor/s at the service (National Regulation 24) following a determination of the person/s suitability to act as the responsible person/s in charge of the day to day operations at the service. In the absence of the Nominated Supervisor/s, other educators working at the service deemed suitable to perform the responsible person duties, will also be appointed.



### Relevant Laws and other Provisions

- *Education and Care Services National Law Act 2010 and Regulations 2011*
- *Education and Care Services National Amendment Regulations 2017*
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- *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

Prior to the appointment of one or more individuals to be Nominated Supervisor/s at their OSHC service, the Approved Provider will determine a person/s suitability to be a Nominated Supervisor and to record and keep sufficient information as evidence of this determination (refer to 10.6.1 Determining the Nominated Supervisor Checklist, Delegation and Consent).

In determining a person's suitability to act as Nominated Supervisor, the Approved Provider will ensure that the person/s:

- Be 18 years or over;
- Have adequate knowledge and understanding of the provision of education and care to children (qualifications, skills and work experience);
- Have ability to effectively supervise and manage an education and care service;

In determining a person's suitability to act as Nominated Supervisor, the Approved Provider will have regard to the person/s:

- Compliance history with the National law and other relevant laws (refer to Compliance History Statement template - <http://files.acecqa.gov.au/files/Templates/ComplianceHistoryStatement.pdf>)
- Prohibition history (refer to Prohibition Notice Declaration template - <http://files.acecqa.gov.au/files/Templates/ProhibitionNoticeDeclarationForProspectiveStaffMembers.pdf>)
- Candidate references and referee checks

Written consent will be gained from individuals appointed as a Nominated Supervisor. The Nominated Supervisor Consent Form accessed on [www.acecqa.gov.au/applications](http://www.acecqa.gov.au/applications), will be completed and submitted to the Regulatory Authority via the NQA IT System.

When changes occur to Nominated Supervisor appointments at the OSHC service the Regulatory Authority will be notified through the NQA IT System by submitting a Notification of Change to Nominated Supervisor Form ([www.acecqa.gov.au/applications](http://www.acecqa.gov.au/applications)) [National Regulation 35].

If uncertainty or concern arises about a candidate's compliance history the Approved Provider/Nominated Supervisor will contact the Regulatory Authority and enquire if the person is subject to a prohibition notice in any state or territory.

If a matter or incident arises affecting the Nominated Supervisor's ability to meet minimum requirements a reassessment will be made of the person's suitability to be in the position.

The Approved Provider, and the Nominated Supervisor/s, may appoint other educators at the service deemed to have the skill and ability, to act as the responsible person in day to day charge of the service in the absence of the Nominated Supervisor/s. (Refer Policy 10.22 – Determining the Responsible Person).

Information regarding the appointment of the Nominated Supervisor/s and Responsible Persons in Charge will be documented on the staff record of the service (National Regulation 145 and 146).

## References

<http://files.acecqa.gov.au/files/NQF/ResponsiblePersonRequirements.pdf> accessed 26 Oct 2017

<http://files.acecqa.gov.au/files/NQF/KeyChangesNotificationComplaints.pdf> accessed 26 Oct 2017

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## 10.5 Insuring Risks Policy

Ipswich Girls Grammar School 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, parents and management committee members 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*
- *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.
- *Work Health and Safety Act 2011 and Regulations 2011*
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- *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 Act 2010* responsibility rests with the Approved Provider to take out and keep current adequate public liability insurance with a minimum cover of \$10 million on 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 Approved Provider will request the Head of Junior School each year to gather such information as necessary to enable an informed assessment and decisions on the insurance needs of the service.

The Head of Junior School 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 will notify the Approved Provider immediately.

If directed by the Approved Provider, the Coordinator will notify the insurance company ensuring that the service follows all directions of the insurance company and in the case of material or significant claims, seek legal advice for the service.

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## 10.6 Information Handling (Privacy and Confidentiality) Policy

In its provision of an education and care program, the service obtains and deals with personal and sensitive information relating to families, children, staff and others. The service respects the privacy of all individuals and seeks only information which it needs to protect and care for children and handles that information with confidentiality and sensitivity and in keeping with legal 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*
- *Family and Child Commission Act 2014*
- *Privacy Act 1988 and Regulations 2013*
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- *Policies: 2.10 – Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 2.13 – Use of Photographic and Video Images of Children, 3.10 – Observational Recording, 8.3 – Recruitment and Employment of Educators, 8.8 – Employee Performance Monitoring, Review and Management, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 – Complaints Handling.*



### Procedures

Through this policy the service complies with the Australian Privacy Principles under the *Privacy Act 1988 and Regulations 2013*.

**(Note to users of this Manual:** Services must access/seek independent advice on their compliance requirements under this legislation to ensure a policy is developed which complies with the requirements which are suitable to their service).

The service gathers only the information it needs in order to provide its services and protect and care for children, families and educators. Types of information we collect includes (but not limited to):

- Personal information on employees such as emergency contact details, qualifications, recognised training and places of previous employment; and
- Personal information for children and families including Centrelink Reference Numbers, names, addresses and contact details for family members and authorised nominees, and children's medical details.

The service obtains the written consent of persons for the use of the information by the service in connection to its operations, delivering the program and complying with its Duty of Care to children, employees and other persons, including those giving the information.

The service will seek permission to share relevant information as required by law. This is done through the enrolment and other related procedures as new information is received.

The service protects the rights of the individual's privacy by ensuring that information collected is stored securely in a locked filing cabinet.

Records of the service are only to be accessed by persons who need them for a reason for which the person giving the information has consented to it being used or, strictly in the case of emergency, to fulfill the service's Duty of Care and responsibilities to the children.

All records pertaining to any child incident, illness, injury or trauma will be kept until the child reaches the age of 25.

The Nominated Supervisor/Coordinator will ensure that children's records are reviewed and updated at least twice per year and otherwise immediately after receiving a request from a parent/guardian to update any detail in the child's record.

The service will ensure:

- Fair and open information collection practices;
- Processes and practices that ensure information collected about individuals and families is accurate, complete and current; and
- Use and accessibility of personal information is monitored closely.

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## 10.7 Risk Management and Compliance 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 a risk awareness, including by 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 (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- *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 Nominated Supervisor/Coordinator, take responsibility to develop, maintain and monitor a risk management 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;
- Working with children requirements;
- Work health and safety practices;
- Equal opportunity employment;
- Adequate insurance;
- The service approval status applicable to the service (see Policy 10.5 – Approval Requirements under Legislation) and other relevant laws applicable to the Service; and
- Maintenance of equipment and facilities;

The Approved Provider, in conjunction with the service Nominated Supervisor/Coordinator, 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 Nominated Supervisor, is responsible to monitor changes in current laws and other regulatory requirements. To do this, the Nominated Supervisor will proactively and fully inform her/himself through subscribing to appropriate information services and industry bodies and attending all relevant and appropriate forums about these issues.

The Nominated Supervisor/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 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

Risks will be managed in identified 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:

- Risk management plans for possible emergency situations (e.g. fire, flood) will be taken from IGGS Risk Management protocols.

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, families, employees, volunteers and students;
- Seeking assistance from emergency services and management; and
- Accompanying children or others to hospital by ambulance when necessary

Follow up actions may include:

- Seeking access or referral to appropriate counseling and critical incident debriefing services to provide support to those affected within the service including children, families, employees and management.
- Observing children's reactions and behaviour;
- Supporting children to appropriately express thoughts and feelings;
- Providing a stable and nurturing environment with familiar routines;
- Supporting employees through team meetings and accessing relief employees to support when appropriate;
- Providing professional support and special leave when needed;
- Supporting families through meetings and written information;



- Managing media attention attracted by newspapers, radio and television through appropriate and effective methods of communication. A media contact person will be appointed to manage the communication to ensure consistency of information and reduction in misinformation and speculation; and
- Notifying the regulatory authority

Ongoing actions may include:

- Monitoring and supporting children, families, employees, volunteers and students;
- Evaluating emergency and critical event management plans.

### Managing breaches of the Risk Management Strategy

Risk management Plans for high risk activities and special events shall be monitored on a regular basis (annually or as required).

Information regarding 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 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.

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 10.8 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 (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Australian Government Department of Education Children's Services Handbook\*
- *Privacy Act 1988 and Regulations 2013*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- *Policies: 8.2 – Educational Leader Policy, 10.1 – Quality Compliance Policy, 10.5 – Approval Requirements under Legislation Policy, 10.6 – Nominated Supervisor 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 (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; and
- 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 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 without being in receipt of a current blue card/ or an application has been submitted for a blue card. A copy of the blue card shall be maintained at the service.

Blue cards will be kept at the service in employees/volunteers files which are kept in a locked filing cabinet. A register shall be kept by the Coordinator to track expiry dates.

All employees and volunteers 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 and volunteers shall be provided with information regarding their responsibilities in holding a blue card. IGGS will ensure all blue cards are kept up to day and paid for during the period of employees employment.

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 10.9 Information Technology Policy

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



### Relevant Laws and other Provisions

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*
- *Duty of Care*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- *Policies: 2.13 – Use of Photographic and Video Images of Children, 2.15 – Children’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 learning tool for children attending school age care services and shall be included as an appropriate part of the overall program when accessible.

Information technology may include computer equipment, games, internet access and other forms of communication technology including mobile phones and cameras.

Information technology accessible to children such as the internet shall be monitored by educators. Approved mechanisms shall be put in place to ensure that children who are able to access the internet at the service do not have access to inappropriate sites or information. Children will be educated regarding the safe use of information technologies.

Educators shall not be permitted to use personal mobile phone cameras to take photos of children.

Educators shall not be permitted to use personal digital (or manual) cameras to take photos of children.

The service shall take precautions to ensure computer games accessible to children are appropriate for the use of school age children and that government classifications are followed.

#### 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 authorised to access the service's social networking page will adhere to the following guidelines:

- Only families enrolled with the service will be invited to participate through the email address provided;
- Under no circumstances are children attending the service to be invited to participate in the service's social networking site;
- Only Information and/or comments relating to the activities and operations of the service will be posted on the service's social networking site;
- Authorisation of families must be obtained before images of children can be considered for upload (see 10.2.6)
- Only community members known to the service shall be invited i.e. teachers, school leaders etc.

Employees authorised to access the service's social networking site are also required to adhere to the participation guidelines as listed further in this policy.

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

When using social networking media, the following guidelines must be adhered to 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; 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.

If something potentially harmful to the image or people of the service is found online, it is to be brought to the attention of the Coordinator. This should be done immediately and the information should not be shared with others.

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 10.10 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:

- *Accounting Manual for Parents & Citizens' Associations (P&C managed services only)*
- *Support guide for P&C's (P&C managed services only)*
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- *Policies: 6.2 – Provision of Resources and Equipment, 10.3 – Budgeting and Planning, 10.9 – Risk Management and Compliance, 10.15 – Asset Management.*



### Procedures

A corporate credit card will be issued to the OSHC coordinator. Funds will be loaded intermittently on \$300 - \$1,500.00. All monies spent will be listed according to OSHC budget.

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; and
- Ethical behaviour and fair dealing.

All purchases and payments shall be accompanied by a purchase requisition which shall include the following information:

- Receipt
- Date of purchase;
- Supplier;
- Persons requesting purchase;
- Purchase total.

Statement will be issued by IGGS Accounts department, Coordinator will submit summary and forward to the Head of Junior School for approval.

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 10.14 Record Back Up and Off-Site Information Handling Policy

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:

- *Commonwealth Child Care Act 1972 (Child Care Benefit)*
- *Privacy Act 1988 and Regulations 2013*
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- *Policies: 10.1 – Quality Compliance, 10.8 – Information Handling (Privacy and Confidentiality), 10.12 – Information Technology.*



### Procedures

The IGGS IT Department shall be responsible for conducting a daily/weekly backup of the entire computer system. Some childcare management programs are web based (i.e. cloud computing) and may be automatically updated by the software provider.

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

No employee shall be permitted to copy files onto personal storage devices or to email information off site other than to an approved off-site data storage company, unless express consent is provided by the employer.

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 10.12 Inventory Policy

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



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Accounting Manual for Parents and Citizens' Associations (for P&C managed services)*
- *Support Guide for P&C's (for P&C managed services)*
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- *Policies: 6.2 – Provision of Resources and Facilities, 10.3 – Budgeting and Planning, 10.13 – Purchasing.*



### Procedures

The Inventory shall include categories such as:

- Furniture;
- Electrical Equipment;
- Sporting Equipment;
- Utensils and Food Handling; and
- 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 register shall be reviewed and updated annually.

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020



## 10.13 Intellectual Property and Copyright Policy

The service recognises that for the purposes of operating a SAC 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; and
- Operational Documents and Forms.

As a result, all materials developed by employees, volunteers or other agents, specifically for the operational purposes of the service 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*
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- *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 words 'copyright' or the relevant symbol. The document shall also be labelled with the author of such document if considered appropriate.

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

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

All written materials shall be marked 'draft' until ratified by management.

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

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 10.14 Strategic Planning Policy

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



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Accounting Manual for Parents and Citizens' Associations (for P&C managed services)*
- *Support Guide for P&C's (for P&C managed services)*
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- *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

IGGS management shall review operations and to take a planned approach to the organisation's future according IGGS policy and procedures.

Service management may seek external support and advice in the process as required.

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 10.15 Court Orders and the Release of Children in Care Policy

The service recognises and acknowledges the diverse and changing circumstances of children's families and shall endeavour to implement a best practice approach to managing the duty of care, whilst respecting the needs of parents and the legal environment surrounding family obligations.



### Relevant Laws and other Provisions

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*
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- *Policies: 2.4 – Arrivals and Departures of Children, 9.2 – Enrolment, 9.3 – Communication with Families, 9.8 – Parent Conduct, 10.8 – Information Handling (Privacy and Confidentiality).*



### Procedures

Ipswich Junior Grammar School shall request that all families provide, upon enrolment of their child, copies of any legal documents and orders which may impact on the service to implement a duty of care. These shall be forwarded to the OSHC Department as necessary.

The service shall request that all families, upon changing circumstances within the family unit, update their enrolment and provide 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 employees shall take a best practice approach to managing the needs of children and families with care and sensitivity, and to work with families to support them in the provision of care for their children.

Families with children attending the service who have custodial or parenting plans in place are responsible for ensuring they comply with set requirements. The service shall endeavour to release children within the conditions as outlined in the certified documents and/or orders. However, should the safety of other children or educators be at risk, children will be released, and the custodial parent and/or police contacted immediately.

The service employees shall respect and maintain the confidential nature of the documents through application of privacy principles and as reflected in the service Privacy Policy.

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.

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 10.16 Policy Development, Sourcing and Review Policy

The service recognises and acknowledges the broad range of information sources including statutory documentation that is referred to and referenced either directly or indirectly in the development of policies and procedures.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- *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.

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 10.16.1 Policy Review Schedule

Reviewing policies is essential to effective service management and quality improvement (NQS 7). This policy review schedule is a cumulative record of policies identified for review either due to legislative changes, arising issues and change of practice and/or the ongoing cycle of reflection and improvement. All policies should be reviewed for currency within a maximum timeframe of 3 years if not identified sooner.

Policy Group 1: Service Philosophy and Goals

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
1.1	Philosophy Statement			Amendment to include ATSI and reconciliation statement		
1.2	Goals					

Policy Group 2: Children

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
2.1	Respect for Children					
2.2	Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm					

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2.3	Educator Ratios					
2.4	Arrivals and Departures of Children					
2.5	Reporting of Child Abuse			To reflect October legislative amendments		
2.6	Behaviour Support and Management					
2.7	Exclusion for Behavioural Reasons					
2.8	Anti-bullying					
2.9	Inclusion and Anti-bias					
2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm					
2.11	Including Children with Special/Additional Needs					
2.12	Managing Duty of Care – Children who arrive at the service without a booking			Clarification to duty of care for children who arrive at the service without a booking. Remove non-attending children reference		
2.13	Use of Photographic and Video Images of Children					
2.14	Bookings and Cancellations					
2.15	Children's Property and Belongings					
2.16	Promoting Protective Behaviours					
2.17	Children Accessing the Internet					
2.18	Cyber-Bullying					
2.19	Children's Media Viewing					
2.20	Supervision of Children					

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2.21	Children's Transitions to OSHC					
2.22	Departures of Children with Self-Care or Sibling Care Arrangements			Reference to sibling care and handout attached 2.22.1		
2.23	Interactions and Relationships with Children			Added relationships to title as referenced in policy		
2.24	Children's Participation and Decision Making					
2.25	Statement of Intent for Children's Play					

Policy Group 3: Program

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
3.1	Educational Program Design and Implementation			Policy renamed and some rewording to reflect October regulatory changes		
3.2	Program Evaluation			Policy renamed and some rewording to reflect October regulatory changes		
3.3	Educator Practice					
3.4	Homework					
3.5	Excursions					
3.6	Transport for Excursions					
3.7	Physical Activity					
3.8	Extra-curricular Activities					
3.9	Creative and Expressive Arts					

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3.10	Ethical Observations and Documentation			Added ethical to title and 3.10.1		
3.11	Escorting Children					
3.12	Environmental Responsibility			Policy renamed and reworded to reflect revised NQS		
3.13	Water Activities and Safety			Added reference to school pools onsite		
3.14	Valuing Diversity, Culture and Reconciliation			Strengthened reconciliation points with reference to 13.14.1		
3.15	Cooking with Children					

Policy Group 4: Health and Wellbeing

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
4.1	General Health and Safety					
4.2	Infectious Diseases					
4.3	Hygiene					
4.4	Preventative Health and Wellbeing					
4.5	Incident, Illness, Injury or Trauma			Revised to reflect recent definition changes		
4.6	Medication			Section to reference medicinal cannabis		
4.7	Keeping of Animals					
4.8	Sun Safety					
4.9	Children's Toileting					
4.10	Anaphylaxis Management					
4.11	Emergency Health and Medical Procedure Management					
4.12	Non Smoking					



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4.13	First Aid Waste Management					
4.14	Infectious Diseases Response Strategy					
4.15	Asthma					
4.16	Vehicle Restraint					
4.17	Medical Conditions			Section to reference medicinal cannabis		
4.18	First Aid					
4.18.1	Sample Medical Conditions Risk Minimisation Plan					
4.19	Childhood Immunisation					
4.20	Sleep and Rest			New policy		
4.21	Supporting Mental Health and Wellbeing			New policy		

Policy Group 5: Food and Nutrition

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
5.1	Food Handling and Storage					
5.2	Food and Nutrition					
5.3	Food Act Compliance			Amendments due to revised information with added information paper 5.3.1		
5.4	Food Safety Program			Change of title from Food Audit to Food Safety Program (a food audit is no longer a requirement)		

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				for OSHC as a result of the Food Regulation 2016 clarification)		
5.5	Cleaning and Sanitising					
5.6	Menu Development					

Policy Group 6: Provision and Safety of Facilities

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
6.1	Space and Facilities Requirement					
6.2	Provision of Resources and Equipment					
6.3	Workplace Health and Safety					
6.4	Shared Facilities					
6.5	Use and Maintenance of Air Conditioning					
6.6	Management of Poisonous Plants and Fungi					
6.7	Occupancy Agreement					
6.8	Maintenance of Facilities					

Policy Group 7: Emergencies

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
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7.1	Emergency Equipment and Facilities					
7.2	Drills and Evacuations					
7.3	Harassment and Lockdown					
7.4	Fire Safety Compliance			Rewording and added reference		
7.5	Extreme Weather					
7.6	Emergency Closure					

Policy Group 8: Educators, Staff Members and Volunteers

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
8.1	Role and Expectations of Educators					
8.2	Educational Leader					
8.3	Recruitment and Employment of Educators			Reference to promote ATSI employment included as per Reconciliation Action Plan		
8.4	Educator Professional Development and Learning					
8.5	Volunteers					
8.6	Employee and Volunteer Grievance					
8.7	Workplace Harassment and Bullying					

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8.8	Employee Performance Monitoring, Review and Management					
8.9	Employee Professional Conduct and Protective Practices			Changed title and sample document 8.9.1		
8.10	Employee Orientation and Induction					
8.11	Employee Leave					
8.12	Employee Qualifications – Monitoring Progress					
8.13	Employee Health and Wellbeing					
8.14	Employee Online Social Networking					
8.15	Children of Employees					
8.16	Employee Immunisation					
8.17	Fit for Work					
8.18	Employee Retention Policy					
8.19	Employee Counselling and Disciplinary Procedures					
8.20	Workplace Sexual Harassment					
8.21	Educator Uniform and Personal Presentation					
8.22	Educator Interactions with Families – Professional Boundaries					

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8.23	Equal Opportunity and Anti-Discrimination					
8.24	Payment of Employees					
8.25	Employee Remuneration and Entitlements			Added clause about kickbacks and rewards cards		
8.26	Higher Duties for Employees					
8.27	Employee Assistance Program					

Policy Group 9: Parent, Family and Community Relationships

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
9.1	Access					
9.2	Enrolment					
9.3	Communication with Families					
9.4	Communication with Community					
9.5	Complaints Handling					
9.6	Parent and Community Participation					
9.7	Management of Intoxicated or Persons Under the Influence					
9.8	Parent Conduct					
9.9	Acceptance and Refusal of Authorisations					

9.10	Visitors					
9.11	Enrolment Management					

## Policy Group 10: Management and Administration

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
10.1	Quality Compliance					
10.2	Role and Composition of Management Committee					
10.3	Budgeting and Planning					
10.4	Fees					
10.5	Approval Requirements under Legislation					
10.6	Nominated Supervisor			Title change and reworded to reflect Oct regulatory amendments		
10.7	Insuring Risks					
10.8	Information Handling (Privacy and Confidentiality)					
10.9	Risk Management and Compliance					
10.10	Managing Compliance within the Service					
10.11	Management Code of Conduct					
10.12	Information Technology					
10.13	Purchasing					

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10.14	Record Back-up and Off-site Information Handling					
10.15	Asset Management					
10.16	Intellectual Property and Copyright					
10.17	Strategic Planning					
10.18	Court Orders and the Release of Children in Care					
10.19	Policy Development, Sourcing and Review					
10.20	Environmental Management					
10.21	Service Closures					
10.22	Determining the Responsible Person			Reworded to reflect Oct regulatory amendments		
10.23	Provision of Information					
10.24	Privacy Policy					
10.25	Single Staff Member					
10.26	OSHC Service Social Media Guidelines					
10.27	Self Assessment and Continuous Improvement			Added self-assessment		
10.28	Record Keeping and Retention					
10.29	Hardship and Administration of Special Childcare Benefit					
10.30	Conflict of Interest					

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10.31	Managing Non-Compliance and Reportable Incidents			Updated to Oct regulatory amendments		
10.32	Appropriate Governance					
10.33	Managing Notifications			Updated to Oct regulatory amendments		



## 10.17 Environmental Management Policy

Service management recognise the need to ensure that activities undertaken through the program minimise the impact on the environment 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*
- *National Quality Standard, Quality Area 7 – Governance and leadership; Quality Area 3 – Physical environment*
- *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

IGGS management, in consultation with the service Coordinator, will develop procedures for relevant areas relating to environmental management and sustainability. Areas may include (but are 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 staff, parents and the Approved Provider in regards to issues affecting the way the service is dealing with environmental issues.

The service will encourage links and networking with parents 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.

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 10.18 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 Department of Education Children's Services Handbook*
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- *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 Benefit is claimed unless approval is given by the regulatory authority (Department of Education and Training - Early Childhood Education and Care) and the Australian Government Department of Education.

The service will not close early due to children being collected prior to the approved and advertised closing time, unless prior approval has been granted by the regulatory authority (Department of Education and Training - Early Childhood Education and Care) and the Australian Government Department of Education.

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 coordinator will:

- Contact families to collect the children from the service;
- Ensure the safety of all children and educators involved; and
- Notify the Regulatory Authority via [closures.det.qld.gov.au](http://closures.det.qld.gov.au)

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 10.19 Determining the Responsible Person Policy

The Approved Provider must ensure that the education and care service has a responsible person in day to day charge of the service. This policy outlines the process for determining the responsible person.



### 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 (Risk Management and Screening) Act 2000 and Regulations 2011
- *National Quality Standard, Quality Area 7 – Governance and leadership*
  - Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 10.1 – Quality Compliance, 10.6 – Service Nominated Supervisor Policy, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality).



### Procedures

A responsible person must always be present when the service is educating and caring for children. If the Approved Provider or Nominated Supervisor is absent, an appointed Responsible Person will be placed in day to day charge of the service.

The Nominated Supervisor of the service must meet the requirements/conditions of the *Education and Care Services National Law Act 2010 and Regulations 2011*.

In the absence of the Nominated Supervisor, the Approved Provider or Nominated Supervisor will designate an educator, with their written consent, to be placed in the day to day charge of the service. This person must meet the requirements/conditions of the *Education and Care Services National Law 2010 and Regulations 2011* with regard to ensuring suitability and that they are not prohibited under the *National Law*.

In determining the responsible person, the Approved Provider must determine if that person is suitable. This means considering the capacity of this person to ensure children's safety and wellbeing, having regard to their qualifications, skills, knowledge, work experience and age. This includes the person's:

- Understanding of the *Education and Care Services National Law Act 2010 and Regulations 2011 and compliance*;
- Understanding of other relevant laws and provisions such as Child Protection, Confidentiality, Grievance Management, Work Health, Food Handling, etc.;
- Capacity to implement emergency and evacuation procedures;
- Ability to attend to parent inquiries (either directly or by referral);
- Capacity to supervise, manage and lead other educators;
- Ability to respond to incidents involving children's health and safety;
- Ability to respond to incidents involving the health and safety of educators, volunteers and family members present at the service;

- Knowledge (extensive) of service policies and procedures including opening/closing procedures;
- Capacity to ensure the safety and wellbeing of all children being educated and cared for while they are the responsible person;
- Ability to effectively make written records of incidents;
- Ability to effectively communicate with children, families, staff, school and relevant authorities;
- Ability to reflect and evaluate their performance as the responsible person; and
- Ability to understand and articulate practice.

The Approved Provider (or Nominated Supervisor on their behalf) will maintain a record with sufficient evidence of the educator's assessed capability, and keep it on file to demonstrate compliance to the Regulatory Authority e.g. Determining the Responsible Person Checklist, Delegation and Consent form. This will help to show that reasonable steps have been taken to comply with obligations under the *National Law*.

The Approved Provider (or Nominated Supervisor on their behalf) will maintain a staff record including the name of the responsible person at the service for each time that children are being educated and cared for by the service.

In accordance with regulatory requirements, a sign stating the name and position of the responsible person in charge must be displayed at all times children are being educated and cared for.

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# 10.19.1



## Compliance history statement for a person to be a person in day-to-day charge (PIDTDC) or a nominated supervisor

Name:

1. Please provide information about any compliance action or disciplinary proceedings to which you have been subject under:

- the *Education and Care Services National Law*, including the Education and Care Services National Regulations, and
- any of the laws listed at Table 1 below, in any Australian state or territory.

2. Have you ever had a supervisor certificate that was subject to any conditions or suspended or cancelled by the regulatory authority?

☐ Yes—please provide details below ☐ No

3. Are you or have you ever been subject to a prohibition notice under the *Education and Care Services National Law*?

☐ Yes – please provide details below ☐ No

4. Have you ever held or applied for a licence, approval, registration, certification or other authorisation under the National Law which the regulatory authority refused, refused to renew, suspended or cancelled?

☐ Yes – please provide details below ☐ No

I, [insert full name]

of [insert address]

and born on [insert date of birth] ..... declare that:

1. the information provided in this statement is true and complete, and
2. I am aware that I may be subject to penalties under a Commonwealth or State or Territory Act if I provide false or misleading information.

Signature of person making the declaration:

Signed: ..... Date ...../...../.....

**Table 1****Other relevant laws, including children's services laws, education laws, and former education and care services laws in any Australian state or territory**

Queensland

*Child Care Act 2002**Child Care Act 1991**Education (Accreditation of Non-State Schools) Act 2001**Education (General Provisions) Act 2006**Education (Overseas Students) Act 1996**Education (Queensland College of Teachers) Act 2005**Higher Education (General Provisions) Act 2008**Family and Child Commission Act 2014*





## 10.20 Provision of Information Policy

The Approved Provider recognises the importance of making available to families particular information regarding children's participation and attendance at the service. Information shall be made available to families upon request so long as the request is reasonable, equitable and lawful.



### 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*
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- *Policies: 2.4 – Arrivals and Departures of Children, 2.6 – Behaviour support and Management, 2.7 – Exclusion for Behavioural Reasons, 2.9 – Inclusion and Anti-Bias, 2.11 – Including Children with Special/Additional Needs, 2.13 - Use of Photographic and Video Images of Children, 2.14 – Bookings and Cancellations, 2.15 – Children's Property and Belongings, 3.1 - Educational Program Planning, 3.2 - Program and Documentation Evaluation, 3.4 – Homework, 3.5 – Excursions, 3.7 - Physical Activity, 3.8 - Extra-curricular Activities, 3.10 - Observational Recording, 4.5 - Illness and Injury, 4.6 – Medication, 4.10 - Anaphylaxis Management, 4.15 – Asthma, 5.2 - Food and Nutrition, 5.6 - Menu Development, 9.2 – Enrolment, 9.3 - Communication with Families, 9.5 - Complaints Handling, 9.6 - Parent and Community Participation, 10.8 - Information Handling (Privacy and Confidentiality), 10.10 - Managing Compliance within the Service.*



### Procedures

Parents/guardians may request information from the Approved Provider regarding their child/ren's participation and attendance at the service. However, in the instance that there is a court ordered custodial arrangement/parenting order in place, the service will ensure any or all information requested is in accordance with such parenting orders. This information may include (but is not limited to):

- The enrolment record;
- Participation in the program;
- Dietary requirements and menus;
- Attendances;
- Fee payments;
- Records of child care benefits; and
- Incident/accident reports;

Sources of information such as those identified may be requested either in person or in writing to the delegate of the Approved Provider.

Where this information does not breach confidentiality to any other person it will be provided upon request in the form of a written record or statement.

The Approved Provider will only make accessible information of a sensitive nature that is not requested for a general purpose, upon written request which details the nature for which the information is being requested and the timeframe in which it is required.

Information requested by parents relating to a child under a court order or parenting plan will be subject to the conditions as per the court order/parenting plan.

When necessary, a legally certified request may be required. Costs associated with the provision of information that is not for a general purpose may be negotiated, particularly if the gathering and collating of those records is comprehensive.

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## 10.20 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 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*
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- *Policies: 2.10 – Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 2.13 – Use of Photographic and Video Images of Children, 3.10 – Observational Recording, 8.3 – Recruitment and Employment of Educators, 8.8 – Employee Performance Monitoring, Review and Management, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 – Complaints Handling.*



### 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 how it is collected and stored.

For the purposes of providing child care and in order to fulfil its duty of care to families and children 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 child and parent/guardian;
- Full name, address and contact number of emergency contact nominees;
- Family cultural information;
- Children's medical details;
- Children's dietary requirements;

Enrolment forms containing personal information are stored in a secure and confidential storage facility within the service office. The Approved Provider, the Nominated Supervisor or Responsible Person in Charge 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.

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 government departments and other health and/or medical professionals, if necessary, in order to ensure the health and wellbeing of children attending the service.

## References

Australian Government. (2014, January). *Privacy Fact Sheet 17*. Retrieved from Office of the Australian Information Commissioner.

Date of Development	Date Ratified	Date of Review
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## 10.21 Self-Assessment and 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 areas and practices for improvement.



### Relevant Laws and other Provisions

- Education and Care Services National Law Act, 2010 and Regulations 2011
- 'My Time, Our Place' Framework for School Age Care in Australia
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- 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

Self-assessment and continuous improvement is an ongoing process. The Approved Provider and Nominated Supervisor will actively work towards developing a culture of self-assessment and continuous improvement in every aspect of service operation.

The Approved Provider and Nominated Supervisor shall be responsible for developing a continuous improvement process which will include regular reviews of the quality of current service and educator practices.

As part of the service's overall continuous improvement process, all standards and elements of the National Quality Standard will be reviewed on a regular basis in order to identify:

- Effectiveness of current practice in delivering quality outcomes for children, families and educators;
- Improvements to current practices, procedures and service routines; and
- Changes to be implemented as a result of review.

All stakeholders (management, educators, families and children) 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 and maintained for the service that:

- Contains a statement of philosophy of the service.
- Includes the assessment of the quality of practices of the service against the National Quality Standard and the National Regulations;
- Identifies the areas requiring improvement, goals and the steps to improve; and
- Maintains notes with dates of the progress being made

The Approved Provider will ensure that the service's Quality Improvement Plan is reviewed and revised:

- At least annually; and/or
- When directed by the Regulatory Authority

The Approved Provider will submit the service's current Quality Improvement Plan to the Regulatory Authority on request.

Date of Development	Date Ratified	Date of Review
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## 10.22 Record Keeping and Retention Policy

The service acknowledges its duty to document and maintain appropriate employee, family and child 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's Services Award (State) 2012*
- *Commonwealth Child Care Act 1972 (Child Care Benefit)*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Australian Government Child Care Services Handbook*
- *National Quality Standard Areas 1-7*
- *Policies: 2.4 – Arrivals and Departures of children, 2.5 – Reporting of Child Abuse, 2.6 – Behaviour Support and Management, 2.13 - Use of Photographic and Video Images of Children, 3.1 – Educational Program Planning, 3.2 – Program and Documentation Evaluation, 3.5 – Excursions, 3.8 – Extra-curricular Activities, 3.10 – Observational Recording, 4.5 – Incident, Injury, Illness or Trauma,, 4.6 – Medication, 4.10 – Anaphylaxis Management, 4.15 – Asthma, 4.17 – Children with Medical Conditions, 6.3 – Work Health and Safety, 7.2 – Drills and Evacuations, 7.3 – Harassment and Lockdowns, 8.3 – Recruitment and Employment of Educators, 8.4 – Educator Professional Development and Learning, 8.6 – employee and volunteer Grievance, 8.8 – Employee Performance Monitoring, Review and Management, 8.10 – Employee Orientation and Induction, 9.2 – Enrolment, 9.9 – Acceptance and Refusal of Authorisations, 10.1 – Quality Compliance, 10.5 – Approval Requirements under Legislation, 10.8 – Information Handling (Privacy and Confidentiality, 10.10 – Managing Compliance within the Service, 10.18 – Court Orders and the Release of Children in Care, 10.22 – Determining the Responsible Person, 10.23 – Provision of Information, 10.24 – Privacy Policy.*



### Procedures

#### Records to be kept in relation to the service

In order to comply with regulatory requirements, the service shall maintain current policies and procedures, particularly in relation to the following matters:

- Health and safety, including matters relating to:
  - Nutrition, food and beverages, dietary requirements;
  - Sun protection;
  - Water safety, including safety during any water-based activities; and
  - The administration of medication and first aid.
- Incident, injury, illness and trauma procedures;
- Dealing with infectious diseases;
- Dealing with medical conditions in children;
- Emergency and evacuation;
- Delivery of children to, and collection of children from the service;

- Excursions
- Providing a child safe environment including child protection;
- Staffing, including:
  - A code of conduct for staff members; and
  - Determining the responsible person present at the service; and
  - The participation of volunteers and students on practicum placement.
- Interactions with children;
- Enrolment and orientation;
- Governance and management of the service including confidentiality of records;
- The acceptance and refusal of authorisations;
- Dealing with complaints; and
- Payment of fees and provision of a statement of fees charged by 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; and
  - The date (if any) that the amendment ceases to have effect;
- Details of any suspension of the service 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; and
  - 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; and
  - The date by which the steps specified must be taken.
- The compliance records must not include any information that identifies any person other than the Approved Provider.

Records required to be kept in order to comply with requirements of the Child Care Management System (CCMS):

- Electronic Enrolment and Attendance Record Reports (or access to copies);
- Attendance records including absences;
- Copies of supporting documentation for Additional Absences for each child;
- Documents to support claims for Special Child Care Benefit and 24-hour care;
- Copies of receipts issued to people, who have paid child care fees;
- Enrolment forms;
- Approval to operate a child care service issued by the state and territory in which the service operates;

- Current service insurance records and policies; and
- Accounting records, including cashbooks and journals.

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;
- Emergency and Evacuation instructions/plan for each building;
- Evacuation signs and diagrams for each evacuation route;
- Emergency evacuation/lockdown evaluation records;
- Personal Emergency Evacuation Plan (PEEP) for any individual who cannot use the normal evacuation procedures;
- Maintenance records for all fire safety equipment.

As per regulatory requirements, the service must ensure that, for the purposes of the educational program, records of evaluations of children's wellbeing, developmental needs, learning and participation in the program are maintained.

The service shall keep all records, in compliance with, and as prescribed under other relevant legislation, regulations, local government by-laws and national codes, and as mentioned in specific policies of the service.

### **Records to be kept in relation to educators**

For the purposes of this policy, the term educators 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; and
- 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 that includes the following information:

- The name of each educator who works directly with children being educated and cared for by the service; and
- The hours that each educator works directly with children being educated and cared for by the service (rosters and timesheets).

The service will keep a record of the responsible persons who have been delegated, and with their written acceptance, 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 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.; and
- Records of any work, health and safety incident or injury.

### **Records to be kept in relation to children 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 and 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; and
  - 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; and
  - The immunisation status of the child;

The service shall ensure that children's attendance records are kept and shall include:

- The full name of each child attending;
- The date and time each child arrives and departs; and
- 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 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.

#### **Length of time records must be kept**

In order to comply with regulatory requirements, the Service will keep records for the following periods:

- If the record relates to an incident, illness, injury or trauma suffered by a child while being educated and cared for by the service, until the child is aged 25 years;
- If the record relates to an incident, illness, injury or trauma suffered by a child that may have occurred following an incident while being educated and cared for by the service, until the child is aged 25 years;
- If the record relates to the death of a child while being educated and cared for by the service or that may have occurred as a result of an incident while being educated and cared for, until the end of 7 years after the death;
- In the case of any other record relating to a child enrolled at the education and care service, until 3 years after the last date on which the child was educated and cared for by the service.
- If the record relates to the Approved Provider, until the end of 3 years after the last date on which the Approved Provider operated the education and care service;
- If the record relates to the Nominated Supervisor or staff member of an education and care service, until the end of 3 years after the last date on which the Nominated Supervisor or staff member provided education and care on behalf of the service; and
- In the case of any other record, 3 years after the date on which the record was made.

**Confidentiality and storage of records**

Documentation collected by our service will be stored in a safe and secure location for the relevant time periods as set out above and only made accessible to relevant and authorised individuals.

If 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.

Date of Development	Date Ratified	Date of Review
December 2018	January 2019	December 2020

## 10.23 Single Staff Member Policy

The Approved Provider is responsible for ensuring the safety of the children 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 on duty and working with the children.



### Relevant Laws and other Provisions

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Working with Children (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*
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.3 – Educator Ratios, 2.14 – Bookings and Cancellations, 3.11 – Escorting Children, 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 to 1 educator; and*
- *Educators must be working directly with children 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 to child ratio requirements as per the Education and Care Services National Regulations 2011.*

*A supervisory management plan, to guide practice when using a single staff model, will be developed in consultation with management, educators, families and children and will consist of procedures relating (but not limited) to:*

- *Injury, illness or trauma to educators;*
- *Toileting procedures for educators;*
- *Managing children's behavior incidents;*
- *Managing attendance of children with no booking; and*
- *Injury, illness or trauma to children 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, and 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 to 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 of children arriving at the service for care without notice and as a result places the service in breach of educator to 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 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 are on display at all times. Children 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.*

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## 10.24 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 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*
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- *Policies: 2.1 – Respect for Children, 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.8 – Anti-bullying, 2.13 – Use of Photographic and Video Images of Children, 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;
- Video and photo sharing websites: YouTube, Flickr, Story Park, Notebook; and
- Blogging and micro blogging sites: Twitter.

#### Management Responsibilities

The privacy and confidentiality of families, children, management and employees of the 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 service social media communication methods using the following guidelines for administration:

- A maximum 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; and
- Inappropriate posts and comments will be deleted and dealt with in accordance with this policy and procedures.

IGGS has guidelines for all IGGS staff regarding their participation with families currently connected with the whole school as well as 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 or families will not be disclosed or published on the service social media site without written consent from that individual or their family. This list is published on the school network for staff to access when needed. Parents of OSHC students will still be contacted to confirm consent.

### 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 service 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's health and wellbeing;
- Reaffirming details provided through other family communication sources such as newsletters, notices and flyers; and/or
- 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

In giving general consent, families authorise in writing, the sharing and publication of information, photos and/or images of their child, prior to being posted on any social media sites.

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, the 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 service administrators.

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>

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## 10.25 Self-Assessment and 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 areas and practices for improvement.



### Relevant Laws and other Provisions

- Education and Care Services National Law Act, 2010 and Regulations 2011
- 'My Time, Our Place' Framework for School Age Care in Australia
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- 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

Self-assessment and continuous improvement are 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 operation.

The Approved Provider and Nominated Supervisor shall be responsible for developing a continuous improvement process which will include regular reviews of the quality of current service and educator practices.

As part of the service's overall continuous improvement process, all standards and elements of the National Quality Standard will be reviewed on a regular basis in order to identify:

- Effectiveness of current practice in delivering quality outcomes for children, families and educators;
- Improvements to current practices, procedures and service routines; and
- Changes to be implemented as a result of review.

All stakeholders (management, educators, families and children) 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 and maintained for the service that:

- Contains a statement of philosophy of the service.
- Includes the assessment of the quality of practices of the service against the National Quality Standard and the National Regulations;
- Identifies the areas requiring improvement, goals and the steps to improve; and
- Maintains notes with dates of the progress being made

The Approved Provider will ensure that the service's Quality Improvement Plan is reviewed and revised:

- At least annually; and/or
- When directed by the Regulatory Authority

The Approved Provider will submit the service's current Quality Improvement Plan to the Regulatory Authority on request.

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## 10.26 Hardship and Administration of Additional Child Care Subsidy Policy

The service is committed to ensuring that Special Child Care Benefit (SCCB) 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 SCCB.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Australian Government Child Care Service Handbook*
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- *Policies: 10.4 - Fees 10.30 - Conflict of Interest*



### Procedures

The IGGS Accounts office shall maintain a current copy of the Australian Government Child Care Provider Handbook on site.

#### Additional Child Care Subsidy

The IGGS Accounts office is authorised to administer Additional Child Care Subsidy.

This shall be done in accordance with the legislated requirements requiring that families/parents complete the relevant application form and that the service representative (Coordinator, Director, Administrator) is able to approve in the first instance up to 13 weeks of SCCB for applicants who meet the described eligibility criteria.

In the case of a perceived or real conflict of interest for the service representative, advice will be sought from the Approved Provider in proceeding with the approval or rejection of the application.

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## 10.27 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:

- *National Quality Standard, Quality Area 7 – Governance and leadership*
- *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 the Approved Provider.

### Dealing with resolving conflict of interest

The main ways resolution can be achieved are:

- Restrict;
- Recruit;
- Remove; and/or
- Relinquish

Restricting the person with the conflict in the participation of decision making is an appropriate method where the conflict is not likely to arise frequently.

Recruiting an independent person to oversee all or part of the process is an appropriate method where the conflict is more significant and needs more practice management.

Removing the person with the conflict from the process is appropriate where there is ongoing serious conflict of interest and restriction or recruitment is not practical or feasible.

Relinquishing the private interest that gives rise to the conflict.

A record shall be made of the conflict of interest and how it was resolved.

Ongoing management of conflict of interest

### 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/known-your-risks/conflicts-of-interest/4897>

[http://www.macquarielawyers.com.au/files/How\\_To\\_Identify\\_A\\_Conflict\\_Of\\_Interest.pdf](http://www.macquarielawyers.com.au/files/How_To_Identify_A_Conflict_Of_Interest.pdf)

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## 10.28 Managing Compliance

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

- Education and Care Services National Law Act 2010 and Regulations 2011
- Duty of Care
  - Family and Child Commission Act 2014
  - Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
  - Australian Government Department of Education Children's Services Handbook
  - Privacy Act 1988 and Regulations 2013
  - Work Health and Safety Act 2011 and Regulations 2011
- NQS Area 6.1; 7.1, 7.2, 7.3.
- Policies: 8.2 – Educational Leader Policy, 10.1 – Quality Compliance Policy, 10.5 – Approval Requirements under Legislation Policy, 10.6 – Nominated Supervisor 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 (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.

A copy of the Education and Care Services National Law and National Regulations will be made accessible at the service's premises at all times for use by the Nominated Supervisor, staff members, volunteers and parents of children at the service.

Information shall be dispersed to families, volunteers and employees through appropriate newsletters, flyers and other methods of communication.

#### **Positive Notice Blue Card Compliance**

All employees (Paid or Exemption), volunteers (Volunteer) and executive members of management (Business Owners) must hold a current and valid Working with Children Check – Blue Card.

Prospective paid employees shall not be engaged to work at the service until appropriate application for a blue card has been made. Required evidence of such application shall be maintained at the service.

A blue card register will be maintained at the service containing copies of blue cards of all employees, volunteers and executive members of management. The register shall be referred to by the coordinator/administrator on a regular basis to track expiry dates.

All employees, volunteers and executive members of management holding existing blue cards prior to their involvement with the service shall be required to complete appropriate documentation to have their engagement with the service recorded e.g. <https://www.bluecard.qld.gov.au/pdf/forms/DJAG008-Link-an-applicant-or-cardholder.pdf>.

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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## 10.29 Appropriate Governance Policy

The Approved Provider is responsible to ensure that appropriate governance arrangements are in place to guide service decision making ensuring effective oversight and management of the service.



### Relevant Laws and other Provisions

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *The organisation or entity's constitution*
- *Policy 10.2 Role and Composition of Management Committee*
- *National Quality Standard, Quality Area 7 – Governance and leadership*

Specific provisions for P & C operated OSHC services:

- *Queensland Education (General Provisions) Act 2006*
- *Accounting Manual for Parents and Citizens' Associations*



### Procedures

The Approved Provider will ensure decision making is consistent with the organisation's governance framework (conceptual structure and set of rules) as articulated in the organisation's constitution which outlines how the organisation is managed and controlled.

### References

<https://www.legislation.qld.gov.au/legisln/current/e/educgenpra06.pdf>

<http://education.qld.gov.au/finance/procedure/pandc/pdfs/pandc-whole.pdf>

<http://www.pandcsqld.com.au/>

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## 10.30 Managing Notifications

The service recognises that strategies must be in place to ensure notifications are made as required and to the relevant authority. This policy and procedure identifies the relevant authorities to which there is an obligation to notify of an event or occurrence within the service.



### Relevant Laws and other Provisions

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- Child Protection Act 1999 and Regulations 2000
- Child Protection (Mandatory Reporting— Mason's Law) Amendment Act 2016
  - Family and Child Commission Act 2014
  - Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
  - Australian Government Department of Education Children's Services Handbook
  - Privacy Act 1988 and Regulations 2013
  - Work Health and Safety Act 2011 and Regulations 2011
- *National Quality Standard, Quality Area 7 – Governance and leadership*
- Policies: 8.2 – Educational Leader Policy, 10.1 – Quality Compliance Policy, 10.5 – Approval Requirements under Legislation Policy, 10.6 – Nominated Supervisor Policy, 10.7 – Insuring Risks Policy, 10.9 – Risk Management and Compliance Policy.



### Procedures

The service shall make notifications as follows:

The *Education and Care Services National Law Act 2010 and Regulations 2011* sets out incidents and allegations that are notifiable to the Regulatory Authority while a child or children are being educated and cared for by the service. These include:

- The death of a child while that child is being educated and cared for at the service or following an incident while that child was being educated and cared for by the service;
- A serious injury or trauma while the child is being educated and cared for, which required urgent medical attention from a medical practitioner; or the child attended, or should have attended a hospital (e.g. broken limb);
- Any incident involving a serious illness at the service, where the child attended, or should have attended a hospital (e.g. severe asthma attack, seizure or anaphylaxis);
- Any circumstance where a child appears to have been taken or removed from the service premises by someone not authorised to do this;
- Any circumstance where a child is mistakenly locked in or out of the service premises or any part of the premises;

- A serious incident where emergency services attended an education and care service in response to an emergency.
- Any incident where you reasonably believe that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the service;
- Any allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by the service;
- Any circumstance at the service that poses a significant risk to the health, safety or wellbeing of a child attending the service;
- Notice of any appointment or removal of a person with management and control of the service
- Adding one or more nominated supervisors to the service (including the person's written consent);
- A nominated supervisor change;
- A nominated supervisor's name or contact details change;
- Any change to the hours and days of the operation of the service;
- A complaint that alleges a serious incident has occurred or is occurring while a child is being educated and cared for by a service;
- A complaint that alleges the National Law and/or National Regulations have been contravened;

See also <http://www.acecqa.gov.au/Notification-types-and-timeframes>

The Approved Provider/Nominated Supervisor of the service, under the *Education and Care Services National Law Act 2010* will make notifications to the Regulatory Authority through the National Quality Agenda IT System (NQA IT System), or by contacting them.

The *Child Protection Act 1999* requires education and care staff as 'mandatory reporters', to notify and make a report to Child Safety if they form a reasonable suspicion that a child has suffered, is suffering or is at an unacceptable risk of suffering significant harm caused by physical or sexual abuse, and may not have a parent able and willing to protect them. (see 2.5 Reporting of Child Abuse Policy)

The *Work Health and Safety Act 2011* sets out what sort of incidents are notifiable to Work Health and Safety Queensland (WHSQ). An incident is notifiable if it arises out of the conduct of a business or undertaking and results in the death, serious injury or serious illness of a person or involves a dangerous incident.

The person conducting a business of undertaking must keep a record of each notifiable incident for at least five (5) years from the date notified to WHSQ.

## References

<http://files.acecqa.gov.au/files/NQF/KeyChangesNotificationComplaints.pdf> accessed 26 Oct 2017

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# Appendix : A

## Schedule

### **Checklist: National Quality Standard elements reflected in Policies and Procedures**

This checklist is designed to assist users of this Manual to align their policies and procedures to the 7 Quality Areas of the National Quality Standards (NQS).

In Chapter 5 you will find sample policies and procedures that will help you comply with the specific requirements of NQS. For an explanation of the National Quality Standard, refer back to Chapter 3 of the Manual.

Once you develop your own 'Policies and Procedures Manual' for your service, drawing on the samples given in Chapter 5 where appropriate, you can then use this Schedule to help create your own checklist.

Always remember that this Manual assumes compliance with meeting the National Regulations and the National Quality Standard (see Chapter 3 for an explanation of this system). If your service chooses to implement practice that exceeds the NQS your policies will reflect procedures and practice that extends on meeting the NQS.

**Note:** This checklist is prepared based on the Guide to the National Quality Standard, available as at the date of publication.

You should check at <http://www.acecqa.gov.au> for up to-date resources as they apply to the National Quality Standard.

# Appendix B:

## Key Terms

**Approved Provider** – an individual person or group granted approval by the state Regulatory Authority to operate an education and care service

**Approved Service** – a service approved by the state Regulatory Authority to provide education and care to children

**Assessment and Rating** – process through which education and care services are assessed by the Regulatory Authority for compliance with national legislation and for the quality of practice against the National Quality Standard

**Australian Children's Education and Care Quality Authority (ACECQA)** – the national administrative body that oversees the implementation of the National Quality Framework throughout Australia

**Authorised Officer (AO)** – employed by the Regulatory Authority to assess and rate the quality of service practice against the National Quality Standard and the National Framework Legislation, and to manage notifications of complaints or serious incidents at services

**Certified Supervisor (service)** – as per current legislation, Approved Providers are deemed to be the certified supervisor and as such have authority to appoint suitability qualified and experienced persons to act as the Responsible Person/s at their approved service

**Coordinator** – member of staff at a service appointed to act as the person placed in the day to day charge of service. This person is often the Nominated Supervisor (but not necessarily)

**Duty of Care** – obligation under common law and the rules of negligence for education and care services to protect children, families, staff and all visitors to the service from harm. Refer to Chapter 3 of this Manual. Approved Providers, Nominated Supervisors, educators and staff need to understand their responsibilities under duty of care

**Early Childhood Education and Care (ECEC)** – is the Regulatory Authority for education and care services in Queensland falling under the umbrella of the Department of Education and Training in Queensland

**Education and Care Services National Law Act 2010** – establishes a national approach to the regulation and quality assessment of education and care services throughout Australia including Early Childhood, Family Day Care and Outside School Hours Care services

**Education and Care Services National Regulations 2011** – sets requirements under the National Law Act 2010 that must be met by education and care services

**Educational Leader** – appointed by the Approved Provider to lead and facilitate delivery of a quality education and care program for the children at their service, to guide educator practice and understanding of the approved learning framework and to set program goals

**Elements** – identified quality practice that aligns to the Standards and Quality Areas of the National Quality Standard

**My Time, Our Place: Framework for School Age Care in Australia** – outlines the Principles and Practice that support and promote learning Outcomes for children over preschool age

**National Quality Framework (NQF)** – Developed to promote wellbeing, educational and developmental outcomes for children and to promote continuous improvement in the provision of an education and care service (refer Chapter 3)

**National Quality Standard (NQS)** – Sets the benchmark across 7 quality areas for services to assess the quality of their operational and program practice

**Nominated Supervisor** – a suitably qualified and experienced person appointed by an Approved Provider to be in the day to day charge of a service

**Outside School Hours care (OSHC)** – OSHC services provide care to children over preschool age operating from school /community sites

**Quality Improvement Plan (QIP)** – must be developed by each service as part of a collaborative process of self-assessment of the quality of practice against the NQS and the national legislation

**Regulatory Authority** – responsible for approvals, monitoring and quality assessment for education and care services in their state or territory. In Queensland this authority is the Department of Education and Training - Early Childhood Education and Care

**Responsible Person /Person in Charge** – a suitably qualified or experienced educator/s appointed by the Approved Provider to act as the Responsible person in Charge in the absence of the Nominated Supervisor

**School Age Care (SAC)** – centre-based services approved to deliver education and care to children over preschool age and comprise outside school hours care (OSHC) and family day care (FDC)

**Standards** – set the benchmark for quality practice and are aligned to the 7 Quality Areas of the NQS

# Appendix: C

## Resources

*Australian Children's Education and Care Quality Authority* (national administrator of the National Quality Framework providing information for providers and educators)

<http://www.acecqa.gov.au/educators-and-providers1>

*Blue Card Services* (issuing clearances to operate and work in education and care services)

<https://www.bluecard.qld.gov.au/applications/applications.html>

<https://www.bluecard.qld.gov.au/education-and-care-services-and-similar-employment/index.html>

*Child Care Benefit* (information for education and care services)

<https://www.education.gov.au/child-care-service-handbook>

*Child Protection and Mandatory Reporting*

<https://www.communities.qld.gov.au/childsafety/protecting-children/about-child-protection/mandatory-reporting>

*Children's health and immunisation*

[https://www.nhmrc.gov.au/\\_files\\_nhmrc/publications/attachments/ch55\\_staying\\_healthy\\_childcare\\_5th\\_edition\\_0.pdf](https://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/ch55_staying_healthy_childcare_5th_edition_0.pdf)

<http://www.australia.gov.au/information-and-services/health/childrens-health-and-immunisation>

<http://vaccinate.initiatives.qld.gov.au/schedule/>

*Education and Care Services National Law 2010*

[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)

*Education and Care National Regulations* (current version as at 23 December 2016)

<http://www.legislation.nsw.gov.au/#/view/regulation/2011/653>

*Health and infectious diseases information* is available from the Commonwealth Government at [www.health.gov.au](http://www.health.gov.au) and from Queensland Health at [www.health.qld.gov.au](http://www.health.qld.gov.au)

*National Association for Child Protection and Child Abuse* (programs, resources and initiatives)

<http://napcan.org.au/our-programs/>

Other Queensland legislation is available from [www.legislation.qld.gov.au](http://www.legislation.qld.gov.au)

*Parents and Citizens Associations Queensland*

<http://education.qld.gov.au/corporate/pandc/> and <http://www.pandcsqld.com.au/>

*Queensland Children's Activities Network (QCAN) Inc.* (peak body for OSHC in Queensland) [www.qcan.org.au](http://www.qcan.org.au)

*Queensland Government - Early Childhood Education and Care* (approvals, licensing and regulation of child care services in Queensland including assessment and rating of services)

<https://det.qld.gov.au/earlychildhood>

*State Award for education and care services (private) and P & C managed services*

[http://www.qirc.qld.gov.au/resources/pdf/awards/c/c0600\\_ar10.pdf](http://www.qirc.qld.gov.au/resources/pdf/awards/c/c0600_ar10.pdf)

[http://qirc.qld.gov.au/qirc/resources/pdf/awards/p/parents\\_and\\_citizens\\_associations.pdf](http://qirc.qld.gov.au/qirc/resources/pdf/awards/p/parents_and_citizens_associations.pdf)

*Workplace Health and Safety* law, codes and standards

<https://www.worksafe.qld.gov.au/>

<https://www.worksafe.qld.gov.au/laws-and-compliance/codes-of-practice>