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# **Sherwood State School OSHC**

## **Policies and Procedures Manual 2012**

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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 Standards*
- *'My Time, Our Place' Framework for School Age Care*

This Philosophy statement provides the foundation for all activities, policies and procedures of the Service. Wherever there is uncertainty as to the Service's policy or procedures on any issue, the Service uses these principles and philosophies to help resolve the issue. The written policies and procedures of the Service have been developed, and will be monitored and reviewed with these values in mind.

#### Sherwood OSHC Philosophy

*The Sherwood State School Outside School Hours Care Service aims to support the needs of the parents, children and staff by creating a nurturing environment which provides quality care.*

*The daily practices of the service should reflect and reinforce the principles laid out in the UN Convention Rights of the Child and the Australian National Quality Framework.*

*The Service believes that each child is a valuable member of the community and is able to make choices and decisions to influence events and to have an impact in their world. We believe children learn and develop skills through active play and direct interaction with their environment. This means children will have the opportunity to engage and make decision about their activities and how they spend their time, interact with others and use resources on a daily basis. We seek to consider children's opinions and views when making decisions that affect them while considering the best interests of the child and their right to play and learn in a safe, nurturing environment.*

*We believe in promoting children's emotional wellbeing and resilience; and that happiness, optimism and a sense of fun are key dispositions in developing these. We believe that all children are active learners from birth and we strive to establish successful lifelong learning through creating rich, engaging environments that encourage meaningful interactions between children, staff and parents. We acknowledge that children who learn and*

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*participate in healthy lifestyle choices including healthy eating and physical activity in childhood are more likely to continue these behaviours throughout life and we promote these in our daily practices.*

*We recognise that parents and families are the children's primary nurturers and most influential teachers in their lives and believe that mutually respectful and collaborative partnerships between them and the service are vital in caring for their child/ren. We believe all families have the right to equitable access and participation in the community and seek to provide opportunities to facilitate this and explore the potential in every day events, routines and activities at the centre.*

*We respect and encourage diversity allowing all children and families to share and contribute their skills, strengths, expertise and culture to enrich our service. We value Australia's Aboriginal and Torres Strait Islander cultures as a core part of the nation's history, present and future.*

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## 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 Standards*
- *'My Time, Our Place' Framework for School Age Care*

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

- **Have a strong sense of identity** – the service aims to teach children to demonstrate a capacity for self-regulation, negotiating and sharing behaviours by motivating and encouraging children to succeed when they are faced with challenges.
  - **Be connected with and contribute to their world** – the service demonstrates awareness of connections, similarities and differences between people and how to react in positive ways by encouraging children to listen to others and to respect diverse perspectives.
  - **Have a strong sense of wellbeing** – the service aims to teach children to show self-regulation and manage their emotions in ways that reflect the feeling and needs of others by showing care, understanding and respect for all children.
  - **Be confident and involved learners** – the service aims to teach children to use reflective thinking to consider why things happen and what can be learnt from these experiences by encouraging children to communicate and make visible their ideas, theories, collaborate with children and model reasoning, predicting and reflecting processes and language.
  - **Be effective communicators** – the service aims to teach children to convey and construct messages with purpose and confidence, including conflict resolution and following directions by modeling language and encouraging children to express themselves through language in a range of contexts and for a range of purposes including leading and following directions.
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## **2.1 Respect for Children Policy**

The service recognizes 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 as unique and valued individuals and with respect and dignity.



### **Relevant Laws and other Provisions**

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *'My Time, Our Place' Framework for School Age Care*
- *NQS Area: 1.1; 1.2; 2.1.1, 2.1.2; 2.3.4; 4.2.1; 4.3.2; 5; 7.1.1, 7.1.2; 7.2.1, 7.2.3, 7.3.5.*
- *Policies: 2.4 – Arrivals and Departures of Children, 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 (see Policy 3.1 – Educational Program Planning)
- Behavior expectations of the Service (see Policy 2.6 – Behaviour Support and Management)
- the physical aesthetic environment of the Service (NQS Area 3 – Physical Environment)

Educators will:-

- Foster all children's self esteem and confidence, empowering them to make choices and guide their own play;
  - Promote children's sense of belonging, connectedness and wellbeing by interacting in a consistently positive and genuinely warm and nurturing manner;
  - Have high expectations for each child, valuing their individual capacity to achieve and ensuring they experience pride in their achievements;
  - Respect the diversity of all children's backgrounds and abilities and accommodate the individual needs of each child;
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- 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
23/01/2012	30/04/2012	10/12/2012

## 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 Service's moral and legal duties to care for children associated with the Service whilst not in the care of their parents or other primary carers. Such a policy includes a statement of commitment to the safety and wellbeing of children whilst attending the OSHC service.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Child Protection Regulations 2000*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Commission for Children and Young People Amendment Regulation (No 1) 2006*
- *Duty of Care*
- *NQS Area: 2.3; 4.2.1; 7.1.1, 7.1.2, 7.1.5; 7.3.2, 7.3.5.*
- *Policies: 2.5 – Reporting of Child Abuse, 2.6 – Behaviour Support and Management, 2.8 – Anti-bullying, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children 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 and management sign a code of conduct (see Policy Group 8 and 10).
  - Ensuring Educator employment and training procedures are used so that the Service employs suitable people and conducts adequate orientation (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.
  - Children are actively supervised to ensure that they are protected from harm caused by:
    - physical injury; or
    - Harassment and other non-physical harm to the child, whether caused by other children, staff, parents of other children or any other person.
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- 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.
- Educators, ancillary staff and volunteers are to comply with legal requirements to apply for, and hold, the appropriate child worker clearances under the Commission for Children and Young People Act, 2002

The Approved Provider (or in the case of an Approved Provider being a corporation, the executive officers) will comply with legal requirements to hold a current positive suitability notice under the *Commission for Children and Young People Act, 2000*. The Co-ordinator acts as, or has designated an appropriate person to act as, Quality Officer for the Service (see Policy 10.1 – Quality Compliance) and in this capacity:

- Is to keep a copy of the clearances and suitability notice referred to above; and
- Ensures that the Service and its staff are aware of all legislative requirements and changes relating to the protection of children, including under the Education and Care Services National Law Act 2010 and Regulations 2011, Commission for Children, Child Guardian and Young People Act 2000 and other relevant legislation.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/12	10/12/2012

## 2.3 Educator Ratios Policy

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



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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



### Procedures

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

- A maximum of 15 school age children to 1 educator;
- Educators must be working directly with children to be included in the ratios;
- 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.

For excursions, educator ratios will be determined once a full risk assessment of the activity has been conducted. When setting these ratios the following aspects of the excursion will be taken into account:

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

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

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

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

- This person does not have to be the coordinator but in most services this will

1 carer for every 15 children:

The service

2 carers for 16 – 30 children:

3 carers for 31 – 45 children:

- at least 2

6 carers for 75 – 90 children:

- at least 3

4 carers for 46 – 60 children:

- at least 2

5 carers for 61 – 75 children:

- at least 2

## 2.4 Arrivals and Departures of Children Policy

The Service's responsibility for the child begins when she/he enters the premises and ends when the child leaves the premises in keeping with the Policies and Procedures set out below. For the safety and protection of children, and in keeping with Duty of Care considerations, 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*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Duty of Care*
- *NQS Area: 2.3.1, 2.3.2; 4.1; 4.2.1; 6.1.1, 6.1.3; 6.3.2; 7.1.1, 7.1.2; 7.3.*
- *Policies; 2.3 – Educator Ratios, 2.12 - Managing Duty of Care – Non-Attending Children, 2.14 – Bookings and Cancellations.*



### Procedures

#### HOURS OF OPERATION

**Before School Care 7am – 9am**

**After School Care 3pm – 6pm**

**Vacation Care /Pupil Free Days 7am – 6pm**

All Children will be signed in and out by the parent/guardian or other person (authorized nominee) whom the parent/guardian has nominated on the enrolment form, or subsequently in writing, as being authorised to do so.

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

Absences and non-signature sessions will be initialed by an educator and must be signed by an authorised person as soon as possible.

Cancellation of bookings will only be accepted by parents/guardians.

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As from when the child has been duly signed in by the authorised person, the Service takes responsibility for the child 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/Certified Supervisor will contact a parent/guardian immediately to discuss.

Where no written authority has been received, the parent or guardian may give permission by telephone or email 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 and that the staff deem the child developmentally capable. These records (including documentation of verbal approval) will be kept.

### **Late Arrivals and Departures**

If children who are booked in to the Service for care have not arrived within ten minutes of expected arrival, parent/guardian will be contacted on the numbers, and if necessary emergency numbers, provided by parents/guardians.

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

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

### **Children Leaving Without Permission**

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

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

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

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 2.5 Reporting of Child Abuse Policy

The Service applies the following principles:

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



### 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*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Duty of Care*
- *NQS Area: 2.3.2, 2.3.4; 4.2.1; 5.1.3; 5.2.3; 7.1.1, 7.1.2; 7.2.3, 7.3.*
- *Policies: 2.2 - Statement of Commitment to the Safety and Wellbeing of Children and 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

Co-ordinator shall ensure that the Service and all educators have appropriate and up to date information regarding their legal obligations to report abuse.

Educators shall report all reasonably suspicious circumstances or allegations of abuse to the Nominated Supervisor who, before taking any action must satisfy herself/himself that there are reasonable grounds for the suspicion/allegation and that the motives of those concerned are genuine.

If the Nominated Supervisor is still concerned but is unsure he/she will discuss their concerns with a person skilled in dealing with these situations (eg Dept Child Safety, Office for Early Childhood Education and Care, Qld Service for the Prevention of Child Abuse or an officer of the Protective Services Division of the Department of Families, Youth and Community Care).

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Before making any final decision as to the appropriate steps, other possible avenues for information and support will be considered, such as the child's teacher, the School Principal or the school guidance officer.

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

The Management Committee will be contacted immediately.

The Nominated Supervisor and representative of the Management Committee will complete the relevant Reporting of Harm Forms and forward them immediately on to the Office for Early Childhood Education and Care

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.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 2.6 Behaviour Support and Management Policy

This Service recognises the wide range of age groups that access School Age Care, as well as the differing developmental needs of individual children and the variety of diverse backgrounds.

Behaviour support and management strategies play a vital role in providing a safe and happy environment and are approached by:

- Applying appropriate measures (in keeping with community standards);
- Focusing on supporting children to develop skills to self regulate;
- Preserving and promoting children's self esteem;
- Having regard to the other principles set out in the Philosophy Statement of the service.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *'My Time, Our Place' Framework for School Age Care*
- *NQS Area: 1.1.5, 1.1.6; 2.1.1; 2.3; 4.1; 4.2.1; 5.1; 5.2; 6.1.1, 6.1.3; 6.2; 6.3.2, 6.3.3; 7.1.2, 7.1.4, 7.1.5; 7.2.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.1 - Respect for Children, 2.3 – Educator 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 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 necessary.

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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;
- acknowledge children through encouragement or reward when they make a positive choice in managing their own behavior.

Supervised exclusion will be used where required to allow a cooling off period for the child. This exclusion will be no longer than 10 minutes.

Educators are to use the QLD Government's Polices and Procedures set out by the Dept. of Education and Training as a guide in setting a "Safe, Supportive and Disciplined Environment". Educators should act in the best interest of the child and always consider the child's dignity when behaviour management strategies are applied. Outside School Hours Care values and behaviour expectations are displayed throughout the service and a behaviour support plan will be developed for any child who has displayed challenging behaviour.

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

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

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

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	05/12/2012

## 2.7 Exclusion for Behavioural Reasons Policy

The Service has a Duty of Care to all children who attend and educators who work within, the Service. If:

- A child exhibits inappropriate behaviour or behaviour which threatens the safety or wellbeing of any child or other persons in the service;
- In the Co-ordinator'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
- 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;

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



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.1.1; 2.3.2; 4.2.1; 5.2.2, 5.2.3; 6.1.1; 7.1.1, 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *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 Management and Support Policy, the unacceptable behaviours continue;

- The Management Committee 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 Co-ordinator, parent and child to discuss possible strategies. A behaviour support plan may be developed for including the child back into the program. If the child is included back and the same behaviour continues upon return, the child will be excluded permanently from the Service.

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**Physical danger to child or others:**

If a child's behaviour causes or may reasonably cause physical danger to other children, educator 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 Co-ordinator and Management Committee.

**Exclusion from school**

For services located on a school site, if the Co-ordinator becomes aware of any child, who usually attends the service, being excluded from the school, they will:

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

Date of Development	Date Ratified	Date of Review
23/01/2012	05/01/2015	10/12/2015

## 2.8 Anti-bullying Policy

As part of the Service's behavior management policy, specific details in regard to the service's approach to issues of bullying are described in the anti-bullying policy. The service has a duty of care to all children who attend as well as educators and staff who work within the service.

OSHC is committed to providing a safe and caring environment, which fosters respect for others. This service will not tolerate bullying 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 Child Protection Regulations 2000*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *NQS Area: 1.1.5, 1.1.6; 2.1.1; 2.3.1, 2.3.2, 2.3.4; 4.2.1; 5.1.3, 5.2; 6.1.1, 6.1.3; 6.2.1, 6.2.2; 6.3.2, 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.1 - Respect for Children, 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 target 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 OSHC educators if their child is being bullied or they suspect bullying;
- Work with the OSHC in seeking a permanent solution;
- Model caring and tolerant behaviour when interacting with children, educators or other parents; 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 'no tolerance' approach.

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

- Educator will intervene and discuss with the children involved and witnesses. Mediation may be conducted between children with the aim to find an appropriate solution to the problem. Children are encouraged to use conflict resolution strategies. A back-up plan is considered in the event that the first solution proves unsuccessful.
- Agreed solution implemented. Back-up plan implemented if necessary.
- Incident recorded on appropriate forms.

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

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

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

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

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## 2.9 Inclusion and Anti-bias Policy

The service supports the principles of equity through implementing inclusive and anti-bias practices. At our service, the common aim in equal opportunities is to achieve equal relations between nationalities, races, religions, genders and special needs. To cultivate each child's ability to stand up for themselves and for others and act to promote equity and justice. To develop programs which support the goals of an anti-bias program. For each child to be able to recognise and challenge bias. To regularly assess the physical environment for inclusiveness and undertake to plan changes in the environment where appropriate.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *QLD Anti-Discrimination Act 1991*
- *'My Time, Our Place' Framework for School Age Care*
- *NQS Area: 1.1.1, 1.1.2, 1.1.5, 1.1.6; 2.2.2; 3.1.3; 3.2.1; 4.2; 5.1; 5.2; 6.1.1; 6.2.2; 6.3.3; 7.1.2, 7.1.3, 7.1.5; 7.2.1, 7.2.3; 7.3.4, 7.3.5.*
- *Policies: 2.1 - Respect for Children, 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 Co-ordinator of the family and child's cultural and/or language requirements at the time of enrolment;
- Inform the Co-ordinator of the family and child's additional needs at the time of enrolment or whenever identified;
- Be encouraged to contribute to the program and operation of the service by sharing information about their individual needs;
- Be informed via newsletter, noticeboard or other appropriate forms of communication about the service's policies and practices.

#### Educators will:

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

**Management will:**

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

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23/01/2012	30/04/212	10/12/2012

## 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 or relative discloses information to an adult, the service shall implement the following procedures to ensure that this information is managed appropriately and that all suspicions of harm are reported in accordance with relevant legislative requirements.

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

Harm may be categorised in the following types:

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



### 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*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Commission for Children and Young People Amendment Regulation (No 1) 2006*
- *NQS Area: 2.3.4; 4.2.1; 5.2.3; 6.2.2; 6.3.1; 7.1.1, 7.1.2, 7.1.5; 7.3.*
- *Policies; 2.1 - Respect for Children, 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.

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

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

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

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

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

- Ensure that the disclosure/suspicion of harm is documented by the educator involved as soon as possible;
- Report to the Department of Child Safety, Queensland Police Services and/or the Office for Early Childhood Education and Care to formally lodge the disclosure using the appropriate reporting mechanisms;
- 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 Child Safety may be contacted by any member of staff to obtain professional advice in regard to reporting the disclosure.

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

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 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 to 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*
- *Inclusion and Professional Support Program Guidelines (2009-2012)*
- *NQS Area: 1.1, 1.2; 2.1.1, 2.1.2; 2.2; 2.3.1, 2.3.2; 3.1.3, 3.2; 4.1; 4.2.1; 5.1; 5.2; 6.1; 6.2; 6.3; 7.1.1, 7.1.2; 7.2.1, 7.2.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.1 - Respect for Children, 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 family shall be required to provide relevant information upon enrolment about their child/ren which pertains to the child's special/additional need. This shall be in the format of appropriate questions on the enrolment form and interview procedure.

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

Parent permission shall be requested should the service wish to make contact with the Inclusion Support Agency. This shall be in the format as required by the ISA.

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

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

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

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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 – Non-attending Children Policy

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

This policy is recommended as guidance in making appropriate decision which are in the best interests of preserving the safety and well-being of 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*
- *Duty of Care*
- *NQS Area: 2.3.2, 2.3.3; 6.1.3; 6.3.2; 7.3.2, 7.3.5.*
- *Policies: 2.3 - Educator Ratios, 2.4 – Arrivals and Departures of Children, 9.2 – Enrolment, 9.3 – Communication with Families.*



### Procedures

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

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

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

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

If the office is unattended the Co-ordinator shall observe the following procedure when observing their duty of care for children who are not currently enrolled in the OSHC service:

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

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 2.13 Use of Photographic and Video Images of Children Policy

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

- *Commission for Children, Young People and Child Guardian Act 2000*
- *NQS Area: 1.1.4; 4.2.1; 5.2.3; 6.1.1, 6.1.2; 6.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 2.1 - Respect for Children, 3.2 - Program and Documentation Evaluation, 3.10 - Observational Recording, 9.2 - Enrolment, 10.8 - Information Handling (Privacy and Confidentiality), 10.12 - Information Technology.*



### Procedures

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

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

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

Employees of Sherwood State School OSHC shall only be permitted to photograph children using equipment owned solely by the OSHC service unless given permission prior by the Coordinator due to the specialised nature of the equipment and pictures only to be used for in-service activities.

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

To protect the privacy of families, children with their own electronic devices (e.g., mobile phone, DSI, etc.) will be encouraged not to photograph other children or educators with their own electronic devices.

Date of Development	Date Ratified	Date of Review
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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 or availability of places.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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



### Procedures

## 2.14 – Bookings and Cancellations Policy

### Before and After School Care

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

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

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

All fees associated with permanent bookings, should the child not attend care due to illness or for any other reason, shall be required to be paid in full. CCB 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 attendance pattern associated.

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

The service shall comply with reporting of bookings requirements as described by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).

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

Changes to bookings will only be taken:

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- from a parent/authorised persons;
- in writing, via email or change of booking form.

Non-permanent cancellations to bookings can only be taken:

- from a parent/authorized persons
- verbally in person or on the telephone and in writing via email.

If a message is received via the child, the parent/guardian will be contacted to confirm the change of arrangements.

Cancellation of bookings for before and/or after school care must be made 48 hours prior to the session starting or a fee, equal to the fee for that session will be charged.

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

### **Vacation Care**

In addition to the above, Vacation Care and Pupil Free Day bookings shall:

- Be completed on an appropriate booking form distributed with the program;
- All bookings paid 7 days in advance prior to the start of the Vacation period. (see Policy 10.4 – Fees).
- Bookings made within 7 days of vacation care starting will be charged at a higher rate.

Cancellation of bookings for vacation care must be made with 7 days notice or a fee, equal to the fee for that session will be charged.

### **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 current Child Care Service Handbook.

Absence days can be taken for any reason (provided the day being reported as an absence is a day on which care would have otherwise been provided). Absences cannot be recorded for a child before the child has begun care or after a child has left care.

### **Additional Absences**

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

- illness (with a medical certificate)
- non-immunisation (with written evidence)
- rostered days off/rotating shift work (with written evidence)
- temporary closure of a school or pupil-free days
- periods of local emergency
- shared care arrangements due to a court order, parenting plan or parenting order (with copy of documentation)
- attendance at preschool (specific conditions apply)
- exceptional circumstances

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

- they are taken for the reasons specified above, and
  - supporting documentation (where required) is provided, and
  - they are days on which care would otherwise have been provided.
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Date of Development	Date Ratified	Date of Review
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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 by various stakeholders.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Duty of Care*
- *NQS Area: 1.2.1; 6.1.1,*
- *Policies: 2.1 - Respect for Children, 2.9 - Inclusion and Anti-bias, 3.5 - Excursions, 9.2 - Enrolment, 9.3 - Communication with Families.*



### 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;
- Bags and Lunch boxes.

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

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

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

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

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

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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.

<u>Date of Development</u>	<u>Date Ratified</u>	<u>Date of Review</u>
23/01/2012	30/04/2012	10/12/2012



## 3.1 Educational Program Planning Policy

Using an approved learning framework, the Educational Leader, in consultation and collaboration with educators, children and families plans, designs and provides programs, catering to the children's age, developmental needs, skills, interests and abilities through a variety of challenging 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*
- *NQS Area: 1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.1.6; 1.2; 2.1.2, 2.1.3; 2.2; 3.1.1, 3.1.3; 3.2; 3.3; 4.1.1; 5.1.2, 5.1.3; 5.2.1, 5.2.3; 6.1.2, 6.1.3; 6.2.1; 6.3.2, 6.3.3, 6.3.4; 7.1.2, 7.1.4, 7.2.1, 7.2.3.*
- *Policies: 2.11 – Including Children 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 everyone's information.

The Educational Leader shall direct and monitor staff in the planning, 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 for individuals and groups of children;
  - Takes an 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 etc;
  - Includes a variety of activities and experiences that promote effective hygiene practices, good nutrition and healthy lifestyles;
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- 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, diversity, views and abilities of the children;
- Provide a variety of indoor and outdoor experiences, open ended resources, natural elements and materials suited to the age, developmental ranges and diversity of all children attending the Service;
- Provide appropriate opportunities for children as individuals and small groups to follow and extend their interests;
- Provide appropriate opportunities for children to participate in physical play, accepting and acknowledging each child's level of participation according to their abilities and interest;
- Provide appropriate opportunities for children to express themselves through creative and imaginative play, including elements of music, dance, drama, etc;
- Provide 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 when required;
- Provides appropriate opportunities for children to broaden their understanding of the world in which they live by reflecting the broad multicultural and multilingual nature of the local community and demonstrating a positive approach towards diversity and Australia's Aboriginal and Torres Strait Islander heritage;
- Encourages and provides appropriate opportunities for families to participate in shared decision making and give feedback about the program and their child's learning;
- The principle of equal opportunity will be applied in this Service's program. Children, 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 special needs;
- Respond to the developing abilities and interests of all children;
- 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.

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

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## 3.2 Program and Documentation 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*
- *NQS Area: 1; 2.1.1, 2.1.2, 2.1.3; 2.2; 2.3.1; 3; 4.2.1, 4.2.2; 5.1.3; 5.2.1; 6.1; 6.2.1; 6.3.2, 6.3.3, 6.3.4; 7.1.2; 7.2.1, 7.2.3; 7.3.1, 7.3.5.*
- *Policies: 2.13 – Use of Photographic and Video Images of Children, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 3.10 – Observational Recording, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 9.3 – Communication with Families.*



### Procedures

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

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

Educators will be required to critically reflect on and evaluate activities, both planned and spontaneous, by using various methods including (but not limited to) observations, activity evaluations and learning stories, to ensure experiences provided meet the identified learning outcomes for the children involved. 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 in the children's meeting/suggestion book which is reviewed at regular team meetings for activities and experiences that could be implemented into the program.

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

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The Co-ordinator will, on a regular basis at team meetings:

- Seek verbal comments from educators in respect to the effectiveness of the programs delivered by the Service to ensure that the service philosophy and goals is guiding the program and are achieved;
- 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 service planned and spontaneous activities to ensure the identified goals and learning outcomes were achieved. These evaluations will assist with further programming of activities in collaboration with all educators and children.

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

Taking into account all feedback received through these procedures, the Co-ordinator will regularly report in writing to the Management Committee 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 Co-ordinator 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.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 3.3 Educators Practice Policy

The Service is committed to providing quality outcomes for children through ensuring that educators practices reflect the services philosophy and goals and quality principles as outlined in the 'My Time, Our Place' Framework for School Age Care. The service applies professional standards to guide educators practices 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*
- *NQS Area: 1; 2; 3; 4; 5; 6.1.1, 6.1.2; 6.2.1; 6.3.1, 6.3.2, 6.3.4; 7.1.2, 7.1.4; 7.2.1, 7.2.2; 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 8.10 – Employee Orientation and Induction.*



### Procedures

The service will strive to ensure that Educators Practices:

- Foster children's self esteem and confidence by allowing them to investigate, imagine and explore ideas as well as experiencing pride and confidence in their achievements;
  - Empower children to make choices, guide their own play and extend their interests with enthusiasm, energy and commitment, through supporting them to understand, self-regulate and manage their 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 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 service co-ordinator and in line with identified service needs;
- Support other educators to achieve the goals as outlined in the service philosophy and goals by sharing expertise, 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;
- 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.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 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.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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



### Procedures

The Co-ordinator 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.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012



## 3.5 Use of Mobile Phones, Electronic Devices and the Internet

The service acknowledges that children will bring to the service or carry with them at certain times mobile phones and/or electronic devices. This policy details the types of electronic devices the children may use at certain times and the level of responsibility associated with bringing those belongings by various stakeholders.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Commission for Children, Young People and Child Guardian Act 2000*
- *NQS Area: 1.1.4; 4.2.1; 5.2.3; 6.1.1, 6.1.2; 6.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 2.1 - Respect for Children, 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 will be required to accept and abide by the service policy regarding the use of electronic devices, mobile phones and the internet when their children attend the service.

#### TAKING PHOTOGRAPHS

Children are prohibited from taking photographs of other children using their mobile phones or electronic devices.

If photographs are taken, the child using the mobile phones or electronic devices may be banned from bringing this equipment to the service.

#### MOBILE PHONES

Mobile phones are not allowed to be used at before and after school care and vacation care.

If parent's require their children to carry a mobile phone with them to school, it must remain in their bags or be left in a lockable cupboard in the office. Parents needing to contact their children during the time their children attend the service are asked to contact the service phone. Parents are expected to support the service guidelines and to ensure they are followed by their children.

#### ELECTRONIC DEVICES

During school terms at before and after school care, electronic devices such as IPODS, DSI, etc. are not permitted to be brought to, used or played with while attending the service. If they are brought to school they must remain in the children's bags or be left in a lockable cupboard in the office.

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Throughout special program times i.e. Vacation Care and Pupil Free Days, the children are allowed to bring electronic devices such as DSI's and IPODS to use at certain times of the day.

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.

All equipment must be clearly labelled with the child's name including individual games, cases and chargers.

A maximum of two games are allowed to be brought per day.

If the children are not following the guidelines, equipment may be confiscated for an allocated amount of time or banned for a prescribed amount of time according to the Coordinator's discretion.

The service shall not take responsibility for any of the children's personal property or belongings but will endeavour to encourage children to take care of their belongings as outlined in Policy 2.

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.

#### INTERNET

The use of the internet is not permitted at the service.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 3.6 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. Maximum safety precautions will be 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*
- *Duty of Care*
- *NQS Area: 1.1; 1.2; 2.1.1, 2.1.2; 2.3.1, 2.3.2, 2.3.3; 4.1; 6.1.2; 7.1.1, 7.1.2, 7.2.1, 7.3.1, 7.3.2, 7.3.5.*
- *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 accessible to all families.

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

The P & C Executive Committee will approve all excursions.

When planning an excursion that includes water-based activities, the Co-ordinator 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 excursion

The Co-ordinator, 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; and
  - The transport to and from the proposed destination for the excursion; and
  - The number of adults and children involved in the excursion; and
-

- Given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialized skills are required (eg life saving skills); and
- The proposed activities and duration of the excursion; and
- A list of items that should be taken on the excursion (eg mobile phone, emergency contacts).

Parent permission forms will be required to be signed by a parent/guardian prior to every excursion (see sample in Appendix D). The permission form will contain the following information as a minimum:

- Excursion date;
- Destination;
- Method of transport and approximate travel time;
- Number of accompanying educators and/or volunteers;
- Departure and return times, and;
- An expected itinerary of the activities to be undertaken.

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

Adequate steps will be taken when selecting transport. (See Policy 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 Co-ordinator will ensure the excursion checklist (see Appendix D) 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 and medical devices as required;
- Attendance record/roll and staff roster;
- Emergency contact numbers/enrolment forms;
- 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/child ratios are maintained at all times. This includes in toilets and change rooms.

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

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Children will not be left in the sole care and custody of bus drivers or any other persons during excursions; educator ratios for the Service will continue to apply during excursions (see Policy 2.3 – Educator 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 complete an excursion evaluation form (see Appendix D) and give to the Co-ordinator for review.

At the next team meeting, the excursion will be reviewed and evaluated to ensure learning outcomes were met.

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23/01/2012	30/04/2012	10/12/2012

## 3.7 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 *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*
- *Transport Operations (Road Use Management) Act, 1995 (Qld)*
- *NQS Area: 1.1.5, 2.3.1, 2.3.2, 2.3.3; 4.1; 7.3.5.*
- *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.

“A” 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, where ever 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 ratios for the Service will continue to apply during transportation (see Policy 2.3 – Educator Ratios).

Excursion Educator/child ratios will apply during transportation.

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**Vehicle breakdown/accident**

In the event of injury occurring during transporting to an excursion, procedures as set out in the Illness and Injury 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 eg. to arrange for a notice to be displayed at the Service or to contact parents individually.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 3.8 Physical Activity Policy

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



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *'My Time, Our Place' Framework for School Age Care*
- *Duty of Care*
- *NQS Area: 1.1.1, 1.1.2, 1.1.5, 1.1.6; 1.2; 2.1.1; 2.2.2; 2.3.1, 2.3.2; 3.1; 3.2; 4.1; 5.1; 5.2; 6.2.1, 6.3.3; 7.1.2; 7.2.1, 7.3.5.*
- *Policies: 2.3 – Educator Ratios, 2.11 – Including Children 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;
- 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 good role models by becoming involved in and enjoying children's physical activities.

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### **Amount and types of Physical Activity**

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

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

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

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

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

### **Safe and supportive environments**

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

All physical activity sessions will be adequately supervised by an educator/s.

In adverse weather conditions, outdoor playing time is substituted with equivalent indoor activities.

Educators and children wear broad-brimmed hats and apply a 30+ sunscreen on exposed skin at regular intervals when involved in outdoor activities (see Policy 4.8 – Sun Safety).

During outdoor play, children 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 and, there are a variety of facilities available for children to use.

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

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

### **Learning about physical activity**

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

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

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

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

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

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

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## 3.9 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 within the legislative framework for OSHC.

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 OSHC. It is therefore essential to implement practices which support the needs of children and families without compromising the capacity to provide quality care for all children attending the service.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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



### Procedures

The family shall be responsible for informing the OSHC service of any extra-curricular activities that the child/ren may be involved in whilst enrolled and registered to attend the service. This may be done by completing the extra-curricular activities consent form. (see Appendix D)

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

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

In making an appropriate decision, the Co-ordinator 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;
  - Manageability.
-

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

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

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 3.10 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*
- *NQS Area: 1.1.1, 1.1.2, 1.1.4, 1.1.5, 1.1.6; 1.2.1, 1.2.2; 2.3.1, 2.3.2; 3; 4.1; 4.2.1; 6.3.3; 7.1.2, 7.2.1, 7.3.5.*
- *Policies: 3.1 – Educational Program Planning, 3.3 – Educators Practice, 6.2 – Provision of Resources and Equipment.*



### Procedures

When planning creative and expressive arts experiences, individual children'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, cd's and/or a stereo.

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

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

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 3.11 Observational Recording Policy

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.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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



### Procedures

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

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

- Diary entries;
- Anecdotes;
- Photographs;
- Journals;
- Learning stories;
- Programming notes; 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 goals are met.

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

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

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

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 3.12 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 OSHC service, school and/or any other designated activity/venue.

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



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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



### Procedures

The service will seek written permission from a parent/guardian (or authorised nominee) for any activity requiring their child/ren to be escorted to/from the OSHC premises, including for the purposes of excursions (see activities escort and excursion permission forms in Appendix D).

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

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

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

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

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

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

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012



## **4.1 General Health and Safety Policy**

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



### **Relevant Laws and other Provisions**

The laws and other provisions affecting this policy include:

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



### **Procedures**

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

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

The Co-ordinator 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, allergic reactions, basic first aid and special dietary requirements.

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

To ensure the environment is safe for children, the Co-ordinator will be responsible to ensure that the relevant daily safety checklists (see Appendix D) are completed, prior to the children having access to those areas.

Educators will ensure that equipment is:

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

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

Educators will actively supervise children within their area.

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

Children 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.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 4.2 Infectious Diseases Policy

The Service strives to remove immediate and/or serious risks to the health of the children, from possible cross-infections, 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 'Staying Healthy in Childcare' 4<sup>th</sup> edition*
- *NQS Area: 2.1.3, 2.1.4; 4.2.1; 6.1.3; 7.3.1, 7.3.2, 7.3.5.*
- *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 Service will subscribe to available alert services through the Commonwealth Government Department of Health and Ageing (see [www.health.gov.au](http://www.health.gov.au)) and Queensland Health ([www.health.qld.gov.au](http://www.health.qld.gov.au)) to keep up to date information on infectious diseases within the community.

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

#### Reporting

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

Parents/guardians will be advised through the enrolment procedures 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 Co-ordinator 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 also to report this to

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parents of other children in this Service as appropriate, but having regard to the privacy of individuals concerned.

The Coordinator will notify the Management Committee in writing when report of notification has been made to the Department of Health.

Records in regard to infectious disease will be maintained by the Co-ordinator. These records will include the child's name, age, symptoms, date and time when educators first noticed the illness and any action taken. 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)).

A notice will be posted and attention drawn to it when there has been a report of an infectious disease at the Service.

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;
- 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 from time to time published as requiring a doctor's certificate clearing the child/educator, the doctor's certificate will be required before the child/educator is re-admitted to 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**

Children who are younger than seven must meet the Australian Federal Governments immunisation requirements, or have an approved exemption from the requirements for the family to be eligible for Child Care Benefit (CCB).

### **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)).

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 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, 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*
- *Duty of Care*
- *Work Health and Safety Act 2011*
- *NQS Area: 2.1.3, 2.1.4; 2.2.1; 4.2.1; 7.1.2, 7.3.5.*
- *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 disposed of, immediately after use, in such a way that they would reasonably be expected to be secure from children or others.

Educators are responsible to advise the Co-ordinator (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 can be done with soap and running water, or by using a hand rub.

#### Soap and Water

Educators will wash their hands, and ensure that children wash their hands, thoroughly with soap and water:-

- 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 contact with/cleaning of body fluids (blood, mucus, vomit, urine, faeces etc).
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### Hand Rubs

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;
- Keep rubbing until the cleaner has evaporated and hands are dry.

Children with visible dirt, grease or food on their hands should be encouraged to clean their hands with soap and water, rather than use a hand rub.

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 effective hand hygiene.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

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



### Procedures

#### Sun Safety

Children and 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 modeling 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 modeling behaviour, to apply a suitable sunscreen (at least SPF30+), which is reapplied according to the manufacturer's recommendations.

#### Service Environment

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

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

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.

The refrigerator will be cleaned once a week.

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

Educators will ensure that all tissues are disposed of immediately after use.

There will be a suitable area for waste disposal. This is to be covered and emptied daily into outside garbage units that are collected regularly.

Recycled items (eg. 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 bandaids, bandages, and/or blood soaked tissues and wipes. These will be disposed of daily.

There will be suitable facilities for the storage of soiled clothing. Soiled clothing will be placed inside a plastic bag and sealed. Soiled clothing will be returned to the family at the end of the day.

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23/01/2012	30/04/2012	10/12/2012



## 4.5 Illness and Injury Policy

The Service proactively strives to avoid injuries occurring at the Service, and to minimise the impact of injuries and illnesses by responding appropriately and as quickly as possible, to all injuries and illnesses. The rights and responsibilities of parents with respect to injuries and illnesses of their children 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*
- *Duty of Care*
- *First Aid Code of Practice 2004*
- *NQS Area: 2.1.1, 2.1.2, 2.1.4; 2.3.3; 4.2.1; 6.1.1; 6.2.1; 7.1.2; 7.2.3; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 3.10 – Observational Recording, 4.6 – Medication, 4.10 – Anaphylaxis Management, 4.10 – Anaphylaxis Management, 4.11 – Emergency Health and Medical Procedure Management, 4.13 – First Aid Waste Management, 4.14 – Infectious Diseases Response Strategy, 4.15 – Asthma, 9.2 – Enrolment, 10.8 – Information Handling (Privacy and Confidentiality).*



### Procedures

#### Parental Permission

Written consent from the child's parent/guardian will be sought through the enrolment process for the Co-ordinator (or, in absence of the Co-ordinator, a staff member qualified in first aid) to obtain medical attention, in keeping with the Policies and Procedures of the Service, if required.

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

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

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

#### First Aid

At least one educator with a current first-aid and CPR qualification, anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2011*, will be in attendance at any place children 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.

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The Co-ordinator 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;
- a recognised and current first-aid manual; and
- a cold pack and ice ready for use in the administering of first aid;
- a store of disposable gloves;
- current emergency contact telephone numbers.

### **Immediate procedure upon injury and illness**

If a child becomes ill or injured while attending the Service:-

- staff will comfort and calm the child;
- all head injuries will be reported to the parent/guardian via phone, notifying of the circumstances including:-
  - the treatment administered; and
  - whether the child has returned to normal activities as deemed appropriate by Coordinator or first aid qualified educator.
- an educator, qualified in first aid, will administer appropriate first aid and assess the child's condition in conjunction with the Co-ordinator;
- non-prescribed oral medications will not be administered to any child; however, one dose of children's panadol may be administered to a child if they are suffering from severe pain or fever and require temporary pain relief, only if the parent has given written consent on the enrolment form and at the discretion of the nominated supervisor on duty. In this situation, the nominated supervisor would attempt to call the parent to ask them to pick up their child and verbal consent to administer the one dose would be obtained if possible;
- if necessary, the Co-ordinator, or qualified educator, 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 Co-ordinator, or qualified educator, will contact the parents/guardians to collect their child as soon as possible;
- the child will be kept under adult supervision and their condition monitored until the parent's arrival.

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

- if a child requires emergency medication (epipen, ventolin etc), the Co-ordinator will attempt to obtain verbal consent from the parent/guardian, prior to calling for an Ambulance;
  - the Co-ordinator, or qualified educator, will call an ambulance;
  - all attempts will be made to notify the parents; and
  - if parents are unable to accompany the child to the hospital, the Co-ordinator, or qualified educator who administered the first aid, will accompany the child provided that they leave at least one educator who is qualified in first aid at the Service and that the Service ratios are still met.
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All costs incurred in obtaining medical attention for a child will be met by the parents/guardians.

### **Recording and reporting injuries and illness**

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

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

- the child's name;
- date and time of accident/incident;
- details of accident/incident;
- parents/guardians contacted;
- treatment and outcome of accident/incident;
- staff signature and witness signature; and
- parent's signature confirming knowledge of accident.

The information contained in the accident/incident 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. bandaids), an entry must be made in the first aid record book, located with the service first aid kit. Information to be included in the first aid record book may include:

- the child's name,
- the reason for and location of bandaid (on their person), and
- educator signature.

The Co-ordinator will ensure that the parent of a child who is injured or ill at the Service is informed of the situation, and the treatment given, on collection of the child.

The Co-ordinator 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.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 4.6 Medication Policy

In the interests of 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 and dose of medication required.

The service recognizes and acknowledges the skill and competence of children in working collaboratively with families to enable children to self-administer medications, with prior parent authority.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.1.1, 2.1.4; 2.3.3; 4.2.1; 6.1.1; 6.2.1; 6.3.2; 7.1.2; 7.3.1, 7.3.2; 7.3.3, 7.3.5.*
- *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 to advise the Service of particular health needs, including medication, for their children.

Parents 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 expiry date; and
- accompanied by a Medication Authority form (see Appendix D), completed by the parent/guardian.
- One dose of children's panadol kept at the service in the case of an emergency where by the child is experiencing severe pain or fever and require temporary pain relief and the parent/s or caregiver/s have given written permission on their current enrolment form; in addition to attempting to call parent's prior to giving this medication.

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

All medication will be administered by the Co-ordinator (or an educator nominated by the Co-ordinator who is duly qualified in first aid) and witnessed by another educator. Administration of medication will be recorded in a medication administration register (see Appendix D). The Co-ordinator and educator witness must fill out and sign the register with the parent signing

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acknowledgement at the end of the day .All unused medication will be returned to the parent on collection of the child.

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

### **Children self-administering medication**

In all instances of children self-administering medication, the relevant authority form will be completed by the parent/guardian, prior to the child administering the medication.

For children who require regular asthma medication, an Asthma Form (see Appendix D) will need to be completed by the parent/guardian to advise the Co-ordinator whether their child will be responsible for administering their own medication or will require supervision and full details of how, when (ie at what intervals) and by whom all such treatment is to be administered.

For diabetes or other similar ongoing medications, parents will be required to advise the Co-ordinator in writing whether their child will be responsible for administering their own medication or will require supervision and full details of how, when (ie 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.”*

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/12	10/12/2012

## 4.7 Keeping of Animals Policy

The service recognizes and acknowledges the role that animals may play in the lives of children. Animals cared for by the Service will be in keeping with any regulated requirements with adequate shelter provided. Children will be given opportunity to share in the responsibility of looking after any animals in care through feeding, watering and/or caring for them on the weekends.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Duty of Care*
- *Check local authority regulations, eg Brisbane City Council by-laws on keeping relevant animals*
- *NQS Area: 2.1.3, 2.1.4; 2.3.1, 2.3.2; 3.1.1; 6.1.2; 6.2.1; 7.3.5.*
- *Policies: 4.1 - General Health and Safety, 4.2 - Infectious Diseases, 4.3 - Hygiene, 4.4 - Preventative Health and Wellbeing, 9.3 – Communication with Families.*



### Procedures

The Service will only keep animals:

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

The Co-ordinator will ensure that any animal, which poses a health or safety risk to any child in the Service, is safely and responsibly removed immediately.

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

Animals cared for by the Service will have plenty of food, water, air, bedding and shelter.

Under the supervision of educators, the children will be encouraged to help with the care of the animals. Depending on the animal, families and educators may be encouraged to take care for it at home over periods of long weekends and/or service closures.

No animals will be permitted in food preparation areas.

In the case of a stray animal, the service will appropriately remove and restrain it whilst making attempts to contact the owners or local authorities for collection.

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Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

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## 4.8 Sun Safety Policy

The service encourages and promotes the need to protect children's skin and educate them about sun smart behaviour, thus reducing skin damage from exposure to the sun. The purpose of this Sun Safety policy is to ensure that all children attending our service are protected from the harmful effects of the sun throughout the year.

The service will provide environments that support Sun Safe practices and create an awareness of the need to reschedule outdoor activities to support Sun Safe practices



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Work Health and Safety Act 2011*
- *Duty of Care*
- *Qld Cancer Fund 'SunSmart Policy Guidelines'*
- *Cancer Council Australia*
- *NQS Area: 1.1.3; 2.1.1; 2.2.2; 2.3.2; 3.1.1; 4.2.1; 6.1.1, 6.1.3; 6.2.1; 7.1.2; 7.3.2; 7.3.5.*
- *Policies: 3.7 – Physical Activity, 4.1 - General Health and Safety, 4.4 - Preventative Health and Wellbeing, 9.2 – Enrolment, 9.3 – Communication with Families.*



### Procedures

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

Parents will be asked to provide a broad brimmed Sun Smart hat for their child and encourage them to wear it.

Parents will be asked to provide appropriate Sun Smart clothing when the service participates in water related activities.

Educators will ensure that all children attending OSHC are protected from the harmful UV effects of the sun during the recommended times of the day. The Co-ordinator 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 children playing outside during the peak UV times of the day:
    - Have adequate sun protection or use shaded and/or covered areas;
    - Wear broad brim hats that protect the face, neck and ears;
    - Have applied a SPF 30+ broad-spectrum, water-resistant sun screen, with parent permission and allergy safe.
  - Incorporate education programs that focus on skin cancer prevention into the program.
  - Ensure all educators act as positive role models for children in all aspects of Sun Safety behavior.
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- Ensure that, wherever practicable, outdoor activities take place before 10am or after 3pm or in accordance with the daily peak UV rating for your local area, accessible on the Australian Cancer Council website <http://www.cancer.org.au/home.htm>.
- Ensure that adequate shade is provided during outdoor events including excursions.

Ongoing feedback and support will be sought from parents and the school community for the Sun Smart policy and its implementation, through newsletters, parent meetings etc.

The Sun Safety policy will be reviewed regularly with children, staff, parents and the Management Committee.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 4.9 Children's Toileting Policy

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



### 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*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *NQS Area: 1.1.5; 2.1.1, 2.1.3; 2.3.1, 2.3.2; 4.1; 4.2.1; 5.2.3; 6.1.1; 6.3.3; 7.1.2; 7.3.1, 7.3.5.*
- *Policies: 2.1 – Respect for Children, 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 actively supervised whilst accessing the toilet facilities.

Children shall have access to the toilets located in the following area. (Attach map)

Adults shall have access to the toilets located in the following area. (Attach map)

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

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

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

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.

A toileting kit will be available (at or near the toilets), to assist educators with toileting issues. The kit includes gloves, wipes, hand sanitiser and appropriate bags for soiled materials. (Attention will be given to any children with allergies to latex.)

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If a child is involved in a personal hygiene incident, the Parents/Guardian will be notified immediately and shall have the opportunity to collect the child.

Children 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**

Educators shall notify the Coordinator that a personal hygiene incident requires their support and, where possible, a second team member shall be called to be present during the toileting support. Gender and developmental consideration should be given to the situation in ensuring the most appropriate educators manage the situation and that the process is open and transparent.

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

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

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

All staff shall be provided with training and support to assist in toileting children, 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 off.
- On arrival at the venue, the toilet cubicles shall be checked for safety by an educator before being used by the children.
- A minimum of two educators shall be present when possible to supervise children's use of the toilets.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 4.10 Anaphylaxis Management Policy

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

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



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Health (Drugs and Poisons) Regulation 1996*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *NQS Area: 1.1.5; 2.1.1, 2.1.4; 2.2.1; 2.3.2, 2.3.3; 4.2.1; 6.1.1; 6.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 4.5 – Illness and Injury, 4.6 – Medication, 4.11 – Emergency Health and Medical Procedure Management, 5.1 – Food Handling and Storage, 9.2 – Enrolment, 10.8 – Information Handling (Privacy and Confidentiality), 10.9 – Risk Management and Compliance.*



### Procedures

Parents will be requested, through the initial enrolment procedures (see Policy 9.2), to ensure that the service is made aware of any allergies that their child may be suffering. Information regarding the triggers and severity of allergic reactions will also be requested.

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

The service shall develop and implement a risk management plan to identify the possible exposure to allergens and how these will be managed and monitored within the service.

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.

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

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

Each child shall have the appropriate medication including EPIPEN accessible to educators in a lockable medicine cabinet.

Appropriate medication shall be stored at the service for each child in clearly labeled and marked containers.

In circumstances where medication requires transportation between the child's school/home and the service, the medication shall be signed in and out of the service in appropriate record books by educators. Families 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 governing authorities.

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

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 4.11 **Emergency Health and Medical Procedure Management Policy**

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

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



### **Relevant Laws and other Provisions**

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Health (Drugs and Poisons) Regulation 1996*
- *Work Health and Safety Act 2011*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *NQS Area: 2.1.1, 2.1.4; 2.3.3; 4.2.1; 6.1.1; 6.2.1; 7.1.2; 7.3.1, 7.3.2; 7.3.5.*
- *Policies: 4.6 – Medication, 4.10 – Anaphylaxis Management, 4.15 – Asthma, 9.2 – Enrolment, 10.8 – Information Handling (Privacy and Confidentiality), 10.9 – Risk Management and Compliance.*



### **Procedures**

All educators shall have access to information about the children's medical conditions, medication and management procedures required.

Written procedures (management plan) shall be clearly displayed for managing emergency situations which shall include information about:

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

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

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

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.

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

Written records and reports regarding implementing emergency health and medical procedures shall be completed by the administering educator within 24 hours and lodged with the Co-ordinator or management.

Management shall ensure that written reports are lodged with relevant authorities within the required time frame.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 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*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Tobacco and Other Smoking Products Act 1998 and Other Smoking Products Amendment Bill 2004*
- *NQS Area: 2.1.1; 3.1.2; 7.1.1, 7.1.2; 7.3.5.*
- *Policies: 4.1 – General Health and Safety, 4.4 – Preventative Health and Wellbeing, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families.*



### Procedures

All service handbooks shall include information regarding the service's policy and procedures for smoking.

Visitors to the service location or site shall be actively informed as required about the policy and procedures for smoking.

Appropriate signs, displaying a no smoking symbol such as a circle with diagonal line over a picture of a cigarette, shall be displayed in accessible places to reinforce the message of a non smoking environment.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012



## 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: bandaids, bandages, swabs, cotton buds/balls and ice packs.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Work Health and Safety Act 2011*
- *First Aid Code of Practice 2004*
- *NQS Area: 2.1.1, 2.1.3, 2.1.4; 4.2.1; 7.1.2; 7.3.5.*
- *Policies: 4.5 – Illness and Injury, 4.11 – Emergency Health and Medical Procedure Management, 6.3 – Workplace Health and Safety*



### Procedures

A clearly labelled first aid waste bin will be supplied and maintained in the following way:

- Fitted with a bag that can be sealed and removed each day (if required);
- Cleaned and sanitised daily (if required);
- Located in a suitable place that is not readily accessible to children.

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

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

When conducting first aid, educators shall:

- Remove required items to be used to manage first aid from the first aid kit;
  - Place items in/on a non contaminated dish or surface;
  - Clean the injured area of the person using principles of first aid as per policy/ procedure and training eg 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;
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- Be required to change gloves if changing the type of activity they are managing with first aid eg cleaning to bandaging. These gloves should also be placed in the first aid waste bin.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 4.14 Infectious Diseases Response Strategy Policy

The service acknowledges the need for a co-ordinated 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*
- *NQS Area: 2.1.1, 2.1.3, 2.1.4; 6.1.3; 7.3.1, 7.3.5.*
- *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.

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 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:

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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.

<http://www.flupandemic.gov.au/internet/panflu/publishing.nsf/Content/current-status-1> accessed 20/06/11

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 4.15 Asthma Policy

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



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulation 2011*
- *Duty of Care*
- *Work Health and Safety Act 2011*
- *Health (Drugs and Poisons) Regulation 1996*
- *NQS Area: 2.1.1, 2.1.4; 2.2.2; 2.3.2, 2.3.3; 4.2.1; 6.1.1, 6.1.3; 6.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 4.1 – General Health and Safety, 4.4 – Preventative Health and Wellbeing, 4.6 – Medication, 4.11 – Emergency Health and Medical Procedure Management, 9.2 – Enrolment.*



### Procedures

The service will ensure that at least one educator with a current first-aid and CPR qualification, anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2011*, is in attendance at any place children 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 education on asthma and appropriate management strategies. As per the *Health (Drugs and Poisons) Regulation 1996*, a person is considered to have appropriate asthma management training if they have completed a training course, of at least one hour, and are issued with a certificate identifying the successful completion of training in the specific learning outcomes.

Families of a child identified with Asthma through the service enrolment process shall complete a service Asthma Form (see Appendix D), which includes the following information:

- Individual asthma triggers;
- Types of medications used;
- Administering of medication (e.g. self administering under supervision).

Families may also supply an individual Asthma Action Plan for their child, completed in conjunction with their medical practitioner.

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Educators will be made aware of children who suffer from Asthma and the various triggers and manage the risks of this appropriately within the service's risk management plan. These triggers may be food intolerances or environmental.

The service may also display a poster for asthma first aid management in prominent locations to alert educators and other participants in the service's activities.

An emergency supply of asthma medication may be held at the service for cases of emergency respiratory distress. A first aid qualified educator trained in emergency asthma management procedures can administer this medication.

All asthma medication provided by families and administered by educators must be in accordance with the Medication Policy (see Policy 4.6) of this service.

Please note: This policy has been developed in accordance with the recommendations of the Asthma Foundation of Queensland. Further information can be accessed from <http://www.asthmaqld.org.au> Services are encouraged to access this information directly.

Any reference to the content from this site should be dated in the policy at the time it was accessed. The resource papers available from <http://www.asthmaqld.org.au> provide support to the service in determining its own commitment to the criteria for becoming Asthma friendly.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 4.16 Vehicle Restraint Policy

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



### 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*
- *Queensland Government, Child Restraint Legislation, Department of Transport and Main Roads (Effective 11 March 2010)*
- *NQS Area: 2.3.1, 2.3.2; 6.1.1; 7.1.2, 7.3.5.*
- *Policies: 3.5 – Excursions, 3.6 – Transport for Excursions, 10.9 – Risk Management and Compliance.*



### Procedures

In the case of children 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;
- 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;
  - 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
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may mean that the service provides their own restraints, however there is no requirement in a Taxi to do so.

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

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

The indicative weight specified for this age range in the restraint laws is 14 to 26 kgs. 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.

Source:

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
23/01/2012	30/04/2012	10/12/2012



## **5.1 Food Handling and Storage Policy**

The service recognises the need for effective food handling and storage practices to ensure that the food is not contaminated, nor allowed to become contaminated, or unfit to be eaten. All food which is handled (including preparing, eating or storing) at the Service is to be handled according to the recommended food handling and storage guidelines as set out in the Australian and New Zealand Food Standards Code.



### **Relevant Laws and other Provisions**

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Local Authority (eg Brisbane City Council) Food Handling By-laws*
- *Australian and New Zealand Food Standards – chapter 3 Food Safety Standards (Australia only)*
- *NQS Area: 2.1.1, 2.1.3, 2.1.4; 2.2.1; 2.3.2; 3.1.2; 3.3.1; 4.2.1; 6.1.1; 7.1.2; 7.3.5.*
- *Policies: 4.1 – General Health and Safety, 4.3 - Hygiene, 4.4 – Preventative Health and Wellbeing, 4.10 – Anaphylaxis Management, 5.5 – Cleaning and Sanitising, 8.13 – Employee Health, 9.2 – Enrolment.*



### **Procedures**

See also Policy 4.3 regarding general hygiene policies and procedures, including relating to preparation and handling of food.

The Co-ordinator will be responsible to ensure that all food preparation and preparation areas comply with all laws and regulations, including Local Council by-laws (or equivalent) where applicable.

The service will provide the necessary food handling equipment and/or utensils (e.g. gloves), including 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 kept clean and, in particular, will be thoroughly clean before use. Food preparation equipment and surfaces will be cleaned and sanitised in accordance with the service Cleaning and Sanitising Policy (see Policy 5.5)..

Educators will ensure that they, and the children, use effective hand hygiene before handling, preparing and eating of food.

Educators will be made aware of, and kept up to date about children who may suffer dietary issues and/or allergies relating to food and/or particular food ingredients through signs in the kitchen area

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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 the afternoon tea menu.

Perishable items will be covered and refrigerated. Non-refrigerated items will be stored in airtight containers.

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. Families will be provided with information, through the enrolment and orientation process, relating to storage of lunch boxes during vacation care.

The refrigerator will be cleaned weekly and the stove will be cleaned after use.

Educators will not eat, nor permit to be eaten by any child, food that has fallen on the ground, or been handled by another child. Food that is not fit to be eaten is to be immediately disposed of, in an appropriate manner, so that it will not be eaten.

Please note: This policy has been developed in accordance with the recommendations of the Australia and New Zealand Food Standards. Further information can be accessed from <http://www.foodstandards.gov.au/foodstandards/foodstandardscode.cfm> Services are encouraged to access this information directly.

Any reference to the content from this site should be dated in the policy at the time it was accessed. The resource papers available from <http://www.foodstandards.gov.au/foodstandards/foodstandardscode.cfm> provide support to the service in developing and maintaining food safety standards.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 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 attending OSHC. The service encourages and promotes the health and wellbeing of children through providing positive learning experiences during meal/snack times where good nutritional food habits are developed in a happy, social environment. Parents are encouraged to participate in this approach to nutrition for their children.



### 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*
- *Dietary Guidelines for Children and Adolescents in Australia (NHMRC 2003)*
- *'My Time, Our Place' Framework for School Age Care*
- *NQS Area: 1.1.2, 1.1.3, 1.1.5, 1.1.6; 1.2.2; 2.1.1, 2.1.3, 2.1.4; 2.2.1; 2.3.1, 2.3.2; 4.2.1; 6.1; 6.2.1; 6.3.2; 7.1.2, 7.1.4; 7.2.1, 7.2.3; 7.3.1, 7.3.2, 7.3.5.*
- *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 with families, educators and the Management Committee.

The policy will be based on information from recognised health authorities, which may include any or all of the Commonwealth or State Government Health Department and non-government organisations with recognised expertise in nutrition (eg Nutrition Australia, Heart Foundation, Queensland Health).

The Co-ordinator will be responsible to regularly review, and when necessary ensure that the Service obtains formal reviews of this Nutrition Policy from a recognised nutrition authority or a person duly qualified to advise in relation to it.

The Co-ordinator will report to the Management Committee at least once a year and otherwise whenever a change is made to this Nutrition Policy, on the educator, parent and other consultations undertaken by the Co-ordinator in respect of the Nutrition Policy.

#### Recommended food

Information about healthy food choices is gathered from recognized authorities (i.e. Dietary Guidelines for Children and Adolescents in Australia (NHMR) 2003, Nutrition Australia).

Services managed by school Parents and Citizens Associations may also choose to reference the Queensland Education initiative *'Smart Choices, Healthy Foods'*.

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## **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 Dietary Guidelines for Children and Adolescents in Australia (NHMR) 2003;
- which includes a good balance of fresh foods, as opposed to pre-packaged and prepared foods;
- which as far as reasonably possible, meets the dietary needs of children with special dietary needs of which the Service has been made aware, or becomes aware.

Service menus are planned using a checklist to ensure that food provided is varied and encompasses all the food groups. Families, children and educators are encouraged to contribute ideas for the menu.

Where breakfast and afternoon tea are provided, a menu for the week will be displayed. During vacation care, children will be required to supply their own morning tea and lunch from home.

The Co-ordinator will discuss with all parents any food allergies and restrictions (including cultural or religious) which are required by the parent to be enforced at the Service. Details of these restrictions will be noted on the enrolment form and passed on to educators. Food allergies or restrictions which are based on health reasons should be accompanied by a letter from a medical practitioner or other health professional.

The Co-ordinator (and educators) will seek to accommodate all such reasonable nutritional needs of a child by giving appropriate directions to educators in relation to that child.

Where children have special dietary needs which is not reasonable that the Service meet, the Co-ordinator 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 model good eating and social habits.

Children will be encouraged to use effective hand hygiene, prior to regular service 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 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.

If educators need to serve food to the children, tongs and/or gloves will be used.

At meal/snack times, educators will encourage children to try different foods and to take appropriate portions.

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### **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 activities such as breakfast meals.

Educators will encourage and involve children in conversations and routines that promote healthy eating and good nutrition.

### **Drinking Water**

The Co-ordinator will ensure that children have ready access to cool drinking water and clean cups.

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 includes 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 (ie chopsticks);
- Different varieties of foods (eg feta cheese instead of cheddar);
- Foods that may have significance within their culture (eg anzac biscuits and their origin).

### **Communication with families**

The food provided by the service is planned ahead and menus are displayed in a prominent place for families and children.

Where parents 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 eg cultural requirements or food allergies, the service will work with parents to develop a plan to meet the child's needs. Parents will inform the service of any changes.

Through the Family Handbook, parents are alerted to the Service's Nutrition Policy, and invited to contact the Co-ordinator at any time to discuss any comments, concerns or feedback in relation to the Nutrition Policy, and of their child's particular dietary requirements for health or other reasons.

The Co-ordinator will arrange at least one opportunity every twelve months for parents to have input into the Nutrition Policy.

### **Professional development**

Service management will ensure that educators are provided with adequate training and instruction in relation to food handling and storage procedures.

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Educators will be encouraged to attend professional development on food and nutritional related issues.

The service will ensure that information and/or fact sheets relating to food safety and nutrition are readily available for educators.

### **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 (eg Nutrition Australia);
- Engaging children in conversations about healthy lifestyles and good nutrition;
- Inclusion of children in service meal routines.

Please note: This policy has been developed in accordance with recommendations from the *Dietary Guidelines for Children and Adolescents in Australia (NHMRC 2003)* and the *Queensland Health Panosh (Physical Activity and Nutrition in Outside School Hours Care)* resource.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 5.3 Food Act Compliance Policy

The Service acknowledges the implications of the Food Act 2006 on the provision of suitable snacks and/or meals provided as part of the OSHC program. Depending upon the nature of the food provided, the amount provided and the structure of the OSHC service, the implication of the Food Act 2006 may involve the service required to be licensed as a food handling premises.



### 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*
- *Local Government Authority*
- *NQS Area: 2.1.3; 2.2.1; 3.1.2; 7.1.1.*
- *Policies: 4.3 – Hygiene, 5.1 – Food Handling and Storage, 5.2 – Food and Nutrition*



### Procedures

The Food Act 2006 requires non-profit organisations who conduct a food business to be licensed with their local government if meals are sold on at least 12 days of the financial year. However, a license is not required if the meals:

- Consist only of fruit, cereal, toast or similar food, or the consumer of the meal helps to prepare;
- Are pre-prepared by an entity other than the organisation and are stored and heated or otherwise prepared by the organisation in accordance with directions of the meal's manufacturer; or
- Are part of an educational or training activity conducted by the organisation.

Where the service is required to be licensed as a food handling business under the *Food Act 2006*, compliance shall be monitored through the implementation of a Food Safety Supervisor and Food Safe Program.

Where the service is exempt from becoming a Licensable Food Business under the *Food Act 2006*, services are to comply with the intentions of the Food Act 2006 by:

- Ensuring food sold is safe and suitable for consumption by complying with the National Food Safety Standards;
  - Maintaining compliance with the National Quality Standards (not a requirement of the Food Act 2006);
  - Complying with the Education and Care Services National Law 2010 and Regulations 2011.
-

Compliance under this policy shall be self regulated. (The service may access and use the resource "Know Your Food Business – a self assessment guide to the 'Food Safety Standards' available from Queensland Health).

The Coordinator (or other appropriately delegated senior educator) shall work through the self audit tool annually, ensuring compliance with all necessary requirements.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012



## 5.4 Food Audit Policy

The Service acknowledges that a best practice approach to food handling, storage and hygiene must be maintained and may be achieved by conducting a food handling and safety audit of the service. This audit may be conducted in-house using recommended resources and guidelines or by an external expert.



### 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*
- *NQS Area: 2.1.3; 2.2.1; 3.1.2; 7.1.1, 7.2.3, 7.3.2, 7.3.5.*
- *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 handling business under the *Food Act 2006*, compliance shall be achieved through the engagement of an external authority to conduct a food audit of the service and provide professional advice and recommendations as to the safety standards and practices with food handling.

The service shall ensure that the food auditor is professionally accredited and licensed to carry out food audits under the Food Act 2006.

Where the service is not required to be licensed as a food handling business under the *Food Act 2006*, compliance shall be achieved through self assessment, in accordance with the Queensland Health resource 'Know Your Food Business'.

The service will conduct food audits on a regular and cyclic basis.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 5.5 Cleaning and Sanitising Policy

The service acknowledges the need to provide a healthy and safe environment, equipment and workplace for educators, children, families and visiting community members. Cleaning and Sanitising is an important aspect of this process and will be applied to all areas within the service.



### 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*
- *NQS Area: 2.1.3, 2.1.4; 3.1.2; 4.2.1; 7.1.2, 7.2.3, 7.3.2, 7.3.5.*
- *Policies: 4.3 – Hygiene, 4.4 – Preventative Health and Wellbeing, 5.1 – Food Handling and Storage, 8.10 – Employee Orientation and Induction.*



### Procedures

The service shall implement a schedule of regular cleaning and sanitizing (see Appendix D) to ensure all equipment, toys and furniture are clean and hygienic for use.

An appropriate cleaning and sanitising process shall be applied in the following 'high risk' areas/circumstances:

- Bathrooms, Toilets and basins;
- First Aid Waste Management, and;
- Areas where bodily fluids have been spilt.

Food preparation utensils and eating equipment shall be cleaned and sanitised in the following way:

- Pre-clean – scrape, wipe or sweep away any food scraps and rinse with water;
  - Wash – use hot water and detergent to take off any grease and dirt, soak if needed;
  - Rinse – wash off any loose dirt or detergent foam;
  - Sanitise – use a sanitiser to kill any remaining germs;
  - Final Rinse – wash off sanitiser (read manufacturer instructions to see if you need to do this step);
  - Dry – allow dishes 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) accessed 23/06/11 <http://www.health.qld.gov.au/ph/documents/ehu/14926.pdf>

Please note: This policy and procedure shall not apply to general use/general purpose areas within the service such as tables, chairs, cupboards etc unless the above-listed circumstances apply. Food consumption areas are not considered for the intent of this policy a 'high risk' circumstance.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## **6.1 Space and Facilities Requirements Policy**

The Service will ensure that facilities used provide for the program and range of activities provided in keeping with the Policies and Procedures of the Service, in a safe and stimulating environment which is accessible to all children and allows for their physical and psychological comfort.



### **Relevant Laws and other Provisions**

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.1.2; 3.1.1, 3.1.3; 3.2.1; 6.1.3; 6.3.3; 7.1.1, 7.2.3.*
- *Policies: 3.1 – Educational Program Planning, 3.7 – Physical Activity, 10.3 – Budgeting and Planning.*



### **Procedures**

The Management Committee will ensure that the following are provided by the Service:

- Indoor space of 3.25 m<sup>2</sup> of useable 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 useable space per child including adequate shaded areas.
  - Playground equipment, swings and other large pieces of equipment are to be located over areas with soft fall surfaces recommended by recognized safety authorities.
  - Verandah areas may be included as either indoor OR outdoor space and only with the written approval of the Regulatory Authority.
  - Adequate toilet, hand washing and drying facilities for children and 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.
  - Sufficient furniture, materials and equipment that are developmentally appropriate, inclusive and adaptable to ensure participation by every child in the program.
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- Adequate administrative space and facilities for the purposes of:
  - Conducting the administrative functions of the service, and;
  - Private and personal conversations with families;
  - Providing respite for co-ordinators, educators and/or volunteers.

The Co-ordinator will, in conjunction with the Management Committee, 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 put 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;
- Adequate space for children to engage in rest and/or quiet experiences.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 6.2 Provision of Resources and Equipment Policy

The Service recognizes the importance of providing resources and equipment that are safe and suitable to the developmental and recreational needs of the children in care. When purchasing resources and/or equipment consideration will be given to the ages, skills and abilities as well as the area in which the resources/equipment are to be used.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *See relevant Australian Standards on equipment in the Service*
- *NQS Area: 1.1.5; 1.2.2; 2.2.2; 3.1.1, 3.1.3; 3.2; 3.3; 6.1.2; 7.3.5.*
- *Policies: 3.1 - Educational Program Planning, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 4.4 – Preventative Health and Wellbeing, 6.1 Space and Facilities Requirement, 6.3– Workplace Health and Safety.*



### Procedures

Care will be taken when purchasing equipment to ensure it complies with relevant Australian Standards (available from Standards Australia) and is suitable for the purpose for which it is intended.

Equipment provided will be appropriate to the interest, developmental and cultural needs of the children, 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 Co-ordinator 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 Co-ordinator 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.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 6.3 Workplace Health and Safety Policy

For the protection of children, educators, management and the Service as a whole, the Service will ensure that its equipment, facilities and premises are safe and clean in keeping with the requirements of the *Work Health and Safety Act, 2011*. 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 Rescue Service Act 1990 and Building Fire Safety Regulation 2008 (Queensland), Electrical Safety Act 2002.*
- *NQS Area: 2.3.2, 2.3.3; 3.1.1, 3.1.2; 3.2.1, 4.2.1; 7.1.1, 7.1.2; 7.2.1, 7.2.2; 7.3.1, 7.3.2, 7.3.5.*
- *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 Co-ordinator 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 Co-ordinator.

If the Co-ordinator or another team member of the Service is acting in the role of Health and Safety Representative, the Co-ordinator 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, all records and materials required by the legislation and shall be required to provide them to the Co-ordinator on request;
  - regularly check the website or other resources of the Queensland Department of Justice and Attorney General at <http://www.deir.qld.gov.au/workplace>;
  - monitor educator practices and ensure up to date information is distributed;
  - make recommendations to management on how to improve current systems;
  - ensure stairs and walkways are kept clear of furniture, equipment and clutter;
  - ensure equipment is arranged with consideration to its purpose and in relation to other areas of play space.
-

The Educator Handbook and orientation/induction processes shall contain up-to-date information on the legislative requirements for workplace health and safety (Qld only – other States must identify equivalent Occupational Health and Safety Requirements).

### **Dangerous Substances**

The Co-ordinator must ensure that:

- all poisons, disinfectants, corrosive substances and other poisonous and dangerous substances and items are marked in their original containers, kept out of reach of children and placed in a child proof storage facility.
- Unused or unnecessary substances are disposed of in a safe manner.
- All hazardous substances have a MSDS (Material Safety Data Sheet) obtained from the manufacturer which will be kept close to the storage of the product. All hazardous substances are recorded in a register, including a copy of the relevant MSDS. A MSDS is to be completed immediately when handling or using a new hazardous substance.
- Storage of medications and service first aid kit/s, are locked and accessible to educators but not to children.

### **Maintenance**

The Co-ordinator will be responsible to ensure that the Service has adequate heating, ventilation and lighting at all times.

The Co-ordinator will ensure that educators 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 identifying areas such as car parks, gardens and pathways etc.

Regular periodic inspections of all playground equipment will be conducted using the playground maintenance checklist (see Appendix D).

Prior to use each day, educators will check all outdoor equipment to ensure it is safe for use, free from items which may cause injury, and is free from splinters and spiders.

Hazards identified from these safety checklists (see Appendix D) will be brought to the Co-ordinators attention by the educator. The Co-ordinator will complete a hazard report form (see Appendix D) and forward it to the relevant authority (school and/or management committee).

Sandpits will be raked prior to use to check for any animal faeces and any potentially dangerous objects.

Facilities and equipment which are assessed to have potential for injury will not be used or action will be taken to allow safe usage. An entry detailing the problem will be entered into the team communication book and all educators will be instructed on any restrictions necessary on use of equipment or areas.

The Co-ordinator shall ensure that an approved earth leakage device is installed and operational. Educators will be aware of the location of the power board and how to access the circuits used by the Service.

In regards to electrical equipment, the Co-ordinator 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; OR
-



- 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.

The Co-ordinator shall ensure that all fire safety equipment (extinguishers and blankets) are maintained in accordance with the Building Fire Safety Regulation 2008.

### **Manual Handling**

Management will ensure that all team members have adequate training in relation to lifting and manual handling techniques used at the service. Educators must use lifting equipment (eg hoist) if available.

The Coordinator will ensure that appropriate lifting and manual handling techniques are practiced by educators and/or volunteers. Educators must inform the Co-ordinator if they have any medical or health issues that may place them at risk of injury when lifting or moving people/objects.

Information regarding appropriate lifting and manual handling techniques will be made accessible to educators through the orientation and induction process.

### **Sharps/Dangerous Objects**

'Sharps' refers to any object that can pierce or penetrate the skin easily, including needles and/or broken glass.

As part of the service daily safety checklists, educators may be required to dispose of needles/sharp hazards that are found in playground and sandpit areas as well as clean up broken glass that may be contaminated with blood.

The Co-ordinator will put together a sharps disposal kit consisting of disposable gloves, appropriate tongs and a strong puncture proof plastic container with a screw top lid.

For the collection and disposal of needles and/or dangerous objects:

- Place the container (with lid off) on the ground near the hazard;
- Use gloved hand or tongs to pick up the needle/syringe by the barrel at the end away from the needle. For other dangerous objects, take care when picking them up;
- Place the needle/syringe sharp end first into the container. Do not hold the container while you do this. For other dangerous objects, carefully place them into the container. Replace the lid and seal tightly;
- Dispose of the container by putting in the wheelie bin or taking it to a public sharps disposal bin.

If you are injured by a used needle:

- Wash with running water and soap as soon as possible;
  - Apply a sterile waterproof dressing such as a bandaid;
  - Seek medical advice from your doctor, local health centre or Hospital.
  - Follow the safe disposal procedures as above and take the needle or syringe with you to the doctor.
-

*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>*

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/12	10/12/2012

## 6.4 Shared Facilities Policy

The service actively strives to protect the rights, dignity and safety of all people and groups who use the shared facilities of the school community.

Management will endeavour to achieve this through the implementation of the following procedures. These procedures are to be implemented should there be a need for the facilities to be shared with other people or groups during the OSHC service operating hours.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *NQS Area: 2.3.1, 2.3.2; 3.1.3; 3.2.1; 7.1.1, 7.1.2; 7.3.4.*
- *Policies: 4.4 – Preventative Health and Wellbeing, 6.1 Space and Facilities Requirement, 6.2 – Provision of Resources and Equipment, 6.3 – Workplace Health and Safety.*



### Procedures

These share arrangements shall be clearly articulated within the OSHC service agreement between the school and the service and will include information surrounding:

- Communication between the school and the service in regard to shared arrangements;
- The storage and packing arrangements for equipment and materials used in the shared space;
- The accessible entries and exits to the shared space by the service including emergency exits;
- Evacuation and lockdown procedures for shared facilities;
- The accessible amenities to be used by the service and those available to the public;
- Telephone access whilst using the shared space;
- Cleaning and maintenance requirements;
- Security and closing procedures for the shared space detailing service and public responsibility; and
- Communication strategies for external users of the shared facility.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 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*
- *NQS Area: 2.1.2; 3.1.2;*
- *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 well being and safety of children and educators.

The air conditioner shall be set at a reasonable temperature at all times it is in use. For energy efficiency the recommendation is 24 °c.

Educators will ensure that, before the air conditioning is turned on, windows and doors will be closed for energy efficiency.

Regular maintenance shall be carried out on the system/s by a reputable contractor where a service report shall be required.

Regular cleaning of the air conditioner unit dust filters will be conducted and included as part of the service cleaning schedule.

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>

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 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*
- *NQS Area: 2.3.2; 7.1.1*
- *Policies: 4.4 – Preventative Health and Wellbeing, 6.1 – Space and Facilities, 6.3 – Workplace Health and Safety.*



### Procedures

The service shall maintain a current copy of the Queensland Government Resource “Plants and fungi poisonous to people in Queensland” produced by the Queensland Health Environment Protection Agency. This resource will be made accessible to and discussed with all members of staff and management. This resource is available at

[http://www.health.qld.gov.au/poisonsinformationcentre/plants\\_fungi/default.asp](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 131 126.

The service environment will be maintained free from poisonous plants and fungi through:

- Negotiating with land owners, particularly where the space is shared, the removal and planting of suitable trees, plants and shrubs;
- Regularly checking the service environment for growth of potentially poisonous plants, in particular weeds and fungi;
- Immediately removing any recognised poisonous plants from the service environment using appropriate gardening gloves and tools and disposing of these in a safe manner.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 7.1 Emergency Equipment and Facilities Policy

Personal safety and security of children, educators and volunteers (all persons on the premises) are of prime importance whilst in attendance at the Service. The Service therefore takes a proactive approach to managing emergencies, developing emergency procedures and equipping educators and children 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*
- *NQS Area: 2.3.1, 2.3.2, 2.3.3; 3.1.2; 7.1.1, 7.1.2; 7.3.5*
- *Policies: 4.1 – General Health and Safety, 6.1 – Space and Facilities Requirements, 6.3 – Workplace Health and Safety, 7.2 – Drills and Evacuations, 7.4 – Fire Safety Compliance.*



### Procedures

Smoke alarms are fitted in each room and the Co-ordinator (or a delegate) will test them regularly in accordance with the manufacturer's instructions.

Service Management in conjunction with the Health and Safety Representative (see Policy 6.3 – Workplace Health and Safety) will be responsible to ensure that:

- There is an alarm bell for sounding warnings of an emergency, which is kept in good working order, and tested regularly;
- Exits are easily opened and clearly marked with evacuation plans;
- There are appropriate fire extinguishers, properly installed and maintained and that educators have basic training in the use of the fire blankets and fire extinguishers kept at the venue. Locations will be clearly indicated by appropriate signage.

The Service calls upon the advice of the Queensland Fire Service (or another appropriate Authority) to provide up-to-date information on the appropriate measures which are required to comply with this aspect of this Policy.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 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 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*
- *NQS Area: 2.3.1, 2.3.2, 2.3.3; 4.2.1; 7.1.1, 7.1.2; 7.2.3; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 6.3 – Workplace Health and Safety, 7.1 – Emergency Equipment and Facilities, 7.4 – Fire Safety Compliance, 8.10 – Employee Orientation and Induction.*



### Procedures

Emergency evacuation procedures will be clearly displayed near the entrance of each room at the Service. Evacuation plans will be child friendly and displayed at child height.

Educators must ensure that all exits are kept clear and unlocked to enable a quick departure. This will be included on the daily safety checklists and will be marked each day if compliant. Any comments or issues relating to these preventative measures will be noted on the checklist and brought to the attention of the Co-ordinator.

Emergency evacuation and lockdown procedures will be carried out at least once a term for Before and After School Care and at the beginning of each Vacation Care program. This drill will occur on different days of the week so that all educators and children are familiar with the procedures.

Emergency telephone numbers will be clearly displayed within the Service.

For these emergency situations, educators will have access to a telephone outside of the room.

In an emergency situation, the educator who first discovers the emergency will sound the alarm bell.

The Co-ordinator, or in her/his absence the Health and Safety Representative 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 sign-in sheets and parent contact numbers;
  - Collect first aid kit;
-

- Close all doors and windows (only if able) to help to contain the fire (if relevant);
- Once at the designated assembly area, check the roll to make sure that all children and staff are accounted for.

Attempts to extinguish fires will occur only when the room is evacuated, if the fire is very small, and the person trained in using the extinguisher is in no immediate danger.

No one will re-enter, nor be permitted to re-enter, a building in which there is or has been a fire, under any circumstances, unless and until the emergency service advises that it is safe to do so.

### **Bomb Threat**

In the event of a bomb threat, the following information will be recorded by the person who answers the call, on the 'bomb threat checklist' (see Appendix D):

- Time and date of the call;
- the wording of the threat;
- Other specific details.

DO NOT hang up the phone, without alerting the caller indicate for another person to use a separate phone to call police to report the threat.

Implement an evacuation of the building according to the services' emergency evacuation procedure.

When safe, complete an incident report on the situation, attach the bomb threat checklist and forward to Management.

### **Evaluation**

An 'evacuation drill evaluation form' (see Appendix D) is to be completed by the Co-ordinator 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 if necessary. Feedback should also be provided to the children.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012



## 7.3 Harassment and Lockdown 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 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*
- *NQS Area: 2.3.1, 2.3.2, 2.3.3; 4.2.1; 7.1.1, 7.1.2; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 6.3 – Workplace Health and Safety, 7.1 – Emergency Equipment and Facilities, 7.2 – Drills and Evacuations, 7.4 – Fire Safety Compliance, 8.10 – Employee Orientation and Induction.*



### Procedures

In the event of harassment or unauthorised persons refusing to leave the premises the Co-ordinator, or in their absence, the Health and Safety Representative will initiate the following drill:-

- The educator or child (if appropriate) being harassed, or the closest observer of the child or other educator being harassed, will give a prearranged signal, which is made known to all educators, to begin the drill (e.g. code word, special song);
- The Co-ordinator or other person, who receives the signal, will calmly and quietly inform other educators of the need to remove the children to safety. If the threat is inside, children will be escorted outside by educators. If the threat is outside then children will be escorted inside by educators;
- The Co-ordinator/Health and Safety Representative, will immediately obtain and if possible record relevant information (eg physical descriptions, car registration etc) on a service incident report;
- An educator will witness and provide back-up for the Co-ordinator/Health and Safety Representative, 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;
  - An educator will close and lock all doors and windows (only if appropriate and able to do so);
-

Once at the designated assembly area, an educator will check the roll to make sure that all children and educators are accounted for including children who have already been signed out and have been collected.

In the event of an external threat (intruder, fire, bomb, gas leak) where children are to be escorted inside, once the prearranged signal has been acknowledged, the following drill will be initiated:

- Educators will calmly and quietly move the children to safety inside the room, checking the toilets, storage rooms and near-by buildings;
- All doors, windows and curtains will be shut and locked (if safe to do so);
- An educator will check the roll to make sure that all children and educators are accounted for including children who have already been signed out and have been collected;
- Educators will encourage children to sit quietly.

During all such drills, educators are to calm the children and provide them with suitable games and activities as far as reasonably possible.

The Co-ordinator or Health and Safety Representative will call 000 for back up if the drill is an actual emergency.

No one will leave, nor be permitted to leave, the area in such a drill until the Co-ordinator 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.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 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. Management 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*
- *NQS Area: 2.3.2; 7.1.1, 7.1.2; 7.3.2, 7.3.5.*
- *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

Management will ensure that the premises used for OSHC are compliant with Building Fire Safety Regulations 2008 (Queensland).

The Co-ordinator and/or Health and Safety Representative will be responsible to:

- Keep emergency exits clear and unlocked at all times;
- 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 on a regular basis;
- Ensure fire safety equipment is maintained regularly.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## **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*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Duty of Care*
- *NQS Area: 1.1.5, 1.1.6; 1.2; 2; 3; 4.1; 4.2; 5; 6.2.1; 6.3.2; 6.3.4; 7.1; 7.2; 7.3.1, 7.3.5*
- *Policies: 2.1 – Respect for Children, 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 Co-ordinator and Nominated Supervisor have been used interchangeably as the roles and responsibilities of each position are similar.

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.

The Education and Care National Law 2010 states that an Approved Provider must not operate a service without a Nominated Supervisor for that service. Educators who hold a Supervisor Certificate are eligible, 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.

A person is considered fit and proper if, in the reasonable opinion of the Nominated Supervisor (or other appropriate delegate of the Approved Provider of the Service) they:-

- Are capable of providing an adequate standard of child care in the school age care setting;
- Are of good character and suitable to be entrusted with the care and protection of children; and
- Have obtained and given to the Approved Provider of the Service, as appropriate, a current positive suitability notice (or copy of paid application), under the Commission for Children and Young People Act, 2000.

The Approved Provider shall ensure that all educators have a current position description detailing their role and duties as per their position.

The Co-ordinator shall ensure that educators are fully informed of the Policies and Procedures of the Service, including all changes to them, by providing an Educator Handbook and appropriate forums to provide feedback and ideas to the Co-ordinator for the ongoing improvement of the Service.

The Co-ordinator shall ensure that there is an up-to-date copy of the *Education and Care Services National Law 2010 and Regulations 2011* at the Service (refer to [www.acecqa.gov.au](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 Co-ordinator shall convene regular meetings with educators to keep them informed of all matters of concern relating to the Service which it is relevant or necessary for them to know in order to do their job confidently. Minutes of these meetings will be recorded.

Educators will not be permitted to consume alcohol, drugs or cigarettes, or be affected by them during the hours 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 as well as any direction given by the Co-ordinator in relation to their job role;
  - Actively supervise children in all areas of the service by being within sight and/or hearing distance;
  - Respect the diversity of all children's backgrounds and abilities and accommodate the individual needs of each child;
  - Foster all children's self-esteem and confidence, empowering them to make choices and guide their own play;
  - Promote children's sense of belonging, connectedness and wellbeing by interacting in a consistently positive and genuinely warm and nurturing manner;
  - Treat all children equitably and respond positively to all children who require their attention;
-

- Communicate with children respectfully, taking the time to listen and value what they say;
- Work collaboratively to challenge, support, reflect and learn from other educators in order to further develop own skills and practices;
- Consistently implement and reflect on individual practices as documented in the 'My Time, Our Place' Framework for School Age Care:
  - Holistic Approaches;
  - Collaboration with Children;
  - Learning Through Play;
  - Intentionality;
  - Environments;
  - Cultural Competence;
  - Continuity and Transitions;
  - Evaluation for Well-being and Learning.

Educators have a right to:

- Be respected;
- Be treated courteously by children, parents and other educators;
- Work in a safe, clean and supportive environment;
- Be valued and supported as a professional;
- Be offered professional development opportunities;
- Have ideas and opinions valued.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 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*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Duty of Care*
- *NQS Area: 1; 2.2.2; 3.1.3; 3.2; 3.3; 4.2; 5.2.1, 5.2.3; 6.1.2, 6.1.3; 6.2.1; 6.3; 7.1; 7.2; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 2.1 – Respect for Children, 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 must nominate a suitably qualified Educator as the Educational Leader for the service.

The Educational Leader will be responsible to:

- Lead the development of the service program, using the approved learning framework to inform and guide children's learning and development, and ensuring that clear goals and expectations have been established;
  - Ensure that curriculum decision making is informed by the context, setting and cultural diversity of the families and the community;
  - Ensure that the foundation for the program is based on the children's current knowledge, ideas, culture and interests;
  - Ensure that each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating;
  - Ensure that critical reflection and evaluation of children's learning and development is used for planning and to improve the effectiveness of the program;
  - Mentor educators in the implementation of the program, provide professional support to assist with further skills and knowledge and provide opportunities for ongoing reflection and feedback on current practices.
  - Ensure that families have opportunities and support to be involved in the program and service activities as well as contributing to the review of service policies and decisions.
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Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

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## 8.3 Recruitment and Employment of Educators Policy

The service strives to follow its transparent processes to employ educators who are qualified and appropriate for the position. The service also strives to be an equal opportunity employer. To ensure the best possible outcomes through the recruitment and selection process, it is essential to implement practices and procedures to ensure suitable candidates for positions are employed.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Child Care Industry Award – State 2003 (for services operated by P&C Associations)*
- *Children’s Services Award 2010 (for services not operated by P&C Associations)*
- *Fair Work Act 2009 and National Employment Standards (for services not operated by P&C Associations)*
- *Duty of Care*
- *NQS Area: 4.1; 4.2.1; 7.1; 7.2.1; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 2.3 – Educator Ratios, 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 8.10 – Employee Orientation and Induction, 10.1 – Quality Compliance, 10.5 – Approval Requirements under Legislation.*



### Procedures

Vacant permanent part-time positions may be offered internally if the OSHC Management Committee (Approved Provider), in conjunction with the Co-ordinator/Nominated Supervisor feel there is a suitable candidate.

If there are no suitable candidates for internal appointment, the position will be advertised through appropriate agencies or sources including:

- Local and District Newspapers;
- Appropriate Websites including student employment via Tertiary institutions;
- School Newsletters.

Suitable advertisements should include a description of the position, hours/days required, personal attributes and appropriate qualifications, closing date for applications and address. Written applications should include a cover letter, resume and selection criteria where appropriate. (Particularly in relation to the recruitment of permanent positions such as the Coordinator, Assistant Coordinator and other positions as applicable.)

Applications received by the due date shall be reviewed by the Co-ordinator and Management. Suitable candidates should then be called to arrange an interview. A letter confirming receipt of the

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application shall be sent to unsuitable applications to inform them that their application has not met with the selection criteria.

The interview process will include a panel of up to three key personnel made up of either:

- Management representatives;
- Service Representatives;
- Appropriate School employees.

Selection criteria and interview questions based on requirements for the position will be reviewed prior to the interview date by the selection panel.

The selection panel shall conduct the interview in a professional manner, using questioning techniques to ascertain the candidates' suitability for the position. Should the panel be unable to agree on a suitable candidate, then further interviews may be required.

Educators will only be employed (including as volunteers) if, after reasonable enquiries, including reference checks by the Co-ordinator (or the Management Committee in the case of employment of the Co-ordinator) they are appropriate for the job, as contemplated by the Role and Expectations of Educators Policy (see Policy 8.1).

Suitable candidates shall be contacted by a member of the selection panel to make offer of the available position and to negotiate starting dates and inform of the orientation and induction process.

A written letter of offer will be sent to the successful applicant informing them of the decision.

Unsuccessful interviewees will be notified as soon as possible by a nominated person on the interview panel and will be followed up with written correspondence if applicable.

Certified copies of staff qualifications, suitability notices, first aid qualifications will be requested and kept confidentially by the service in individual employee files

Casual educators may be employed and/or dismissed at the Co-ordinators 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 character referees;
- The Co-ordinator interviewing the candidate;
- Contacting at least two referees to check the person's character;
- Completion of validation of blue card form;
- Obtaining a copy of the appropriate qualifications of the person for the relevant job.

Prior to being selected for a job, whether as a paid employee or a volunteer, the person will be given a written job description and terms of employment (for paid employees) prepared or approved by the Co-ordinator, Educator handbook and access to a full copy of these Policies and Procedures.

The successful candidate will be required to sign an employment agreement stating that:

- They have received and agree to accept the job on the basis of the materials given to them; and
  - Agree to observe strictly the Policies and Procedures of the Service, as modified from time to time.
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All new educators (including volunteers) will be given an induction session, of at least 2 hours duration, by the Co-ordinator or other suitable educator nominated by the Co-ordinator, to ensure they are aware of (and where relevant) obtains copies of:

- Their terms of employment or engagement (including role description);
- Relevant pay award;
- All Policies and Procedures (including grievance procedures);
- Information about the philosophy and goals of the Service;
- The Educator Handbook;
- National Quality Standards for Education and Care Services;
- “My Time, Our Place’ Framework for School Age Care
- The physical facilities of the Service;
- The other educators in the Service and their roles;
- The Duty of Care owed by educators of a School Age Care Service to children and 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 Co-ordinator shall, in conjunction with Management and educators, review the relevant job descriptions and any other requirements relating to the job (e.g. job performance indicators which have been previously agreed), at least once each year and shall ensure that any resulting changes to the job description, performance indicators or terms of employment are recorded, and accepted by both parties.

The Management Committee shall review the job description of the Co-ordinator and any other requirements relating to the job (e.g. job performance indicators which have been agreed), at least once each year and shall ensure that any resulting changes to the job description, performance indicators or terms of employment are recorded, and accepted by both parties.

The Co-ordinator and/or the Management Committee 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.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 8.4 Educator Professional Development and Learning Policy

The Service endeavours to provide adequate and relevant ongoing training and development for educators to enable them to do their job confidently and to properly comply with these Policies and Procedures and other requirements of the Service.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *'My Time, Our Place' Framework for School Age Care*
- *Duty of Care*
- *NQS Area: 2.3.4; 4.1; 4.2.1, 4.2.2; 7.1.2, 7.1.3, 7.1.4, 7.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 8.8 – Performance Monitoring, Review and Management, 8.10 – Employee Orientation and Induction, 8.12 – Employee Qualifications – Monitoring Progress, 10.1 – Quality Compliance.*



### Procedures

The Co-ordinator will facilitate opportunities for educators to access information for professional development and learning on a regular basis about issues relevant to:

- The operation of the Service and its Policies and Procedures;
- Legal or other regulatory requirements; and
- Other issues of interest or benefit to educators to help them better do their job in the overall interests of the Service and the children.

Professional development includes opportunities to learn or further enhance skills whereas professional learning includes access to information that is required. This information may be accessible through:

- Meetings;
- Training/information sessions;
- Workshops.

The Co-ordinator 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 Co-ordinator will ask educators on a regular basis to contribute suggestions for training topics.

The Co-ordinator will be responsible to ensure that a written record of all professional development of educators is kept and is produced to the Management Committee for information at least once each year.

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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.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 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*
- *Duty of Care*
- *NQS Area: 4.1; 4.2.1; 7.1.1, 7.1.2, 7.1.3, 7.1.5; 7.3.1, 7.3.2, 7.3.5.*
- *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 blue card before they begin volunteering. 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 utilizing 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 disclosed;
  - Their rights and responsibilities;
  - What is expected of them;
  - The boundaries of their roles;
  - The roles of key people in the Service;
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- What to expect if there is an allegation of harm made against them or to them;
- Reporting procedures; and
- Grievance procedures.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 8.6 Employee and Volunteer Grievance Policy

The service aims to maintain a harmonious work environment through resolving employee grievances effectively and to the satisfaction of all concerned. The service is committed to addressing grievances in a prompt and effective manner, ensuring the rights of employees are respected. Both employer and employee will abide by their obligations under any relevant industrial award or agreement. The aim of this policy is to ensure that grievances are resolved through discussion between both parties however, the employer acknowledges that, from time to time, individual employees may have grievances which need to be resolved externally in the interest of good relationships/transparency.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 4.2; 7.1.1, 7.1.2, 7.1.3, 7.1.5; 7.2.2; 7.3;*
- *Policies: 8.3 – Recruitment and Employment of Educators, 8.5 – Volunteers Policy, 8.7 – Workplace Harassment and Bullying, 8.9 – Educator Code of Conduct, 8.10 – Employee Orientation and Induction.*



### Procedures

The Co-ordinator shall be the first contact for all complaints however, the employee will have direct access to the Management Committee, and the Co-ordinator will permit and, if appropriate, encourage the employee to do so, if:

- the complaint is about the conduct of the Coordinator/Nominated Supervisor;
- the employee is not comfortable to take the complaint to the Co-ordinator;
- the employee is not satisfied with the Co-ordinator's handling of the complaint;
- the complaint is about a matter of Management and Administration Policy.

For this purpose, employees will be kept informed of the current contact details of the chair of the Management Committee through the Educator/Volunteer Handbook, or other appropriate form of communication, and otherwise will be available on request.

The Co-ordinator will seek to resolve all genuine and reasonable verbal grievances in the most appropriate way possible in consultation with the complainant. Discussions with the complainant are not to be conducted in the presence of children, other employees or parents, and heated discussions are to be avoided as far as possible. The Co-ordinator may make and keep a confidential written record of such discussions.

If the verbal grievance remains unresolved, at the complainant's discretion, a written grievance may be submitted to Management for further action. This will instigate the following formal procedure:

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- Complainant to meet with management to discuss complaint;
- Management to give opportunity, in writing, for other named parties to meet with Management to discuss details of grievances tabled;
- Management may seek the services of a professional association for advice, support and/or assistance.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 8.7 Workplace Harassment and Bullying Policy

All employees have the basic right to work in a place where they are valued, respected and appreciated by their colleagues, supervisors and employers. Workplace harassment and bullying can be detrimental to the ongoing health, well being and sense of safety for employees. The following guidelines shall be implemented by the service to ensure workplace bullying and harassment is not tolerated and that appropriate procedures for managing reports of bullying and harassment are in place.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Work Health and Safety Act 2011*
- *Prevention of Workplace Harassment Advisory Standard 2004*
- *Queensland Anti Discrimination Act*
- *NQS Area: 4.2; 7.1.1, 7.1.2, 7.1.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.5 – Volunteers Policy, 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction.*



### Procedures

Workplace bullying and harassment shall not be tolerated or accepted by any employee or management of the service.

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.

Physical assault must be reported to the Queensland Police Service immediately.

Grievance procedures shall be made available to employees and clearly articulated in the Educator handbook.

Employees shall be encouraged to join a Union.

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All reports of bullying shall be managed in accordance with the grievance procedures which will include:

- Reporting the grievance to management through appropriate channels;
- Documenting all conversations regarding the grievance and all alleged instances of harassment or bullying, when they occurred, who was involved, what actually happened and any witnesses or other relevant information;
- Management shall seek expert advice from their employer association in managing any alleged instances of harassment or bullying in the workplace;
- Management shall arrange for a meeting with the offender to discuss the nature of the alleged complaint and or grievance;
- Appropriate dispute resolutions services shall be accessed as required and upon professional advice.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 8.8 Employee Performance Monitoring, Review and Management Policy

The service acknowledges that to ensure the provision of high quality child care, an active approach is needed in relation to monitoring and managing the ongoing performance of employees to ensure that appropriate knowledge, skill and capacity to perform the position effectively are maintained.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *NQS Area: 4.2; 7.1; 7.2.2, 7.2.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.4 – Educator Professional Development and Learning, 8.5 – Volunteers, 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction, 10.1 – Quality Compliance.*



### Procedures

Employee performance shall be managed by their supervisor or in the event of the Coordinator, the executive office bearers of the management committee.

Employee performance shall be managed in accordance with indicators which have been developed in relation to their position description.

Employee performance shall be monitored through implementing an annual review process. Such a process shall involve:

- Employee completing a performance review self-assessment prior to interview with Co-ordinator and/or management;
- A performance review assessment conducted by the Co-ordinator;
- A formal interview where aspects of each assessment are discussed and performance reviewed.

Part of the performance review shall include a commitment to ongoing professional development where opportunities for enhancing knowledge and skill based on the needs and goals of the service and its stakeholders are discussed.

Professional development shall be monitored throughout the forthcoming year following the implementation of the plan.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 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. 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*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *NQS Area: 4.2; 7.1.2, 7.1.3, 7.1.4, 7.1.5; 7.2.1, 7.2.2; 7.3.2, 7.3.3, 7.3.4, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators , 8.3 – Recruitment and Employment of Educators, 8.5 – Volunteers, 8.10 – Employee Orientation and Induction.*



### Procedures

Employees shall be provided with a copy of the service's code of conduct/code of practice or code of ethics (see Appendix D) 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.

Breaches to the agreement shall be taken seriously which may result in appropriate action taken on behalf of the employer/service.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 8.10 Employee Orientation and Induction Policy

The Service assumes the responsibility to ensure that all employees receive appropriate orientation and induction which prepares, supports and facilitates their working performance and ongoing capacity for employment within the service.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011*
- *NQS Area: 1; 2; 3; 4; 5; 6.1.2; 6.2.1; 6.3.2; 7.1; 7.2.2, 7.2.3; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.6 – Employee and Volunteer Grievance, 8.9 – Employee Code of Conduct.*



### Procedures

The Coordinator (or other Senior Educator) shall take responsibility for the appropriate and ongoing induction and orientation for new employees.

The orientation and induction process shall include (but not be limited to):

- A meeting with the new employee prior to engagement to complete all paperwork relating to their suitability for employment. (This will involve completing appropriate documentation to validate the new employee's blue card where one is already held by the candidate.);
- An information package given to the new employee, which highlights key aspects of the role which must be known and understood prior to commencing work at the service;
- A minimum 2 hour induction/orientation session where the Coordinator will work through the Induction and Orientation checklist (see Appendix D) with the new employee;
- During the first session of employment, the new employee will be partnered with an experienced educator;
- Within two weeks of employment commencing, the employee shall be expected to complete the Induction and Orientation checklist, signing to say that they have received appropriate and effective induction and return it to the Co-ordinator.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 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)*
- *Child Care Industry Award (State) 2003 (P&C managed services only), Children's Services Award 2010, National Employment Standards.*
- *Fair Work Act 2009*
- *NQS Area: 4.1; 7.1.1, 7.1.2, 7.1.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.3– Educator Ratios, 8.1 – Role and Expectations of Educators, 8.3– Recruitment and Employment of Educators, 10.1 – Quality Compliance Policy.*



### Procedures

All employees seeking to take extended leave such as Annual Leave or Leave without pay shall submit their request in writing to the Management Committee at least two weeks prior to such leave being requested.

Employees requesting Long Service Leave must submit their request, in writing to the Management Committee, at least 3 months prior to the leave being taken.

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 within 3 working days of the original request for leave.

All sick leave shall be reported to the immediate supervisor of that employee to ensure a suitable replacement can be obtained. The service shall have pre-planned arrangements for filling shifts when educators call in sick.

In the event that this is the Co-ordinator/Nominated Supervisor, then such report shall be made to the person expected to assume responsibility for the service on that day or throughout the duration of leave. This person would also need to hold a Supervisor Certificate.

Management shall ensure that employees do not accrue any more than 6 weeks annual leave per annum. This shall be monitored through providing a balance sheet with annual audited reports documenting leave accruals.

Employees shall receive notification of their leave accruals on their weekly or fortnightly payslip.

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All types of leave shall be appropriately recorded on rosters and timesheets.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012



## 8.12 Employee Qualifications – Monitoring Progress Policy

The Service seeks to ensure that all employees enrolled and studying relevant qualifications are monitored and supported as they progress through their studies. This ensures that the service strives towards providing a suitably qualified level of educators.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Child Care Industry Award (State) 2003 (P&C managed services only), Children’s Services Award 2010, National Employment Standards.*
- *NQS Area: 4.1; 7.1.1, 7.1.2, 7.1.3, 7.1.4; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 2.3 – Educator Ratios, 8.3 – Recruitment and Employment of Educators, 8.4 – Educator Professional Development and Learning, 8.8 – Employee Performance Monitoring, Review and Management, 10.1 – Quality Compliance.*



### Procedures

All employees shall provide a certified copy of their certificate of enrolment in the approved course or other relevant documentation providing such evidence during their initial probation period or as otherwise required by legislation.

This record shall be attached to a study monitoring form and maintained in the employee’s confidential file held at the service.

The Employer’s representative (Manager, Director or Co-ordinator) shall monitor and track the employee’s progress through the course, particularly observing that the course will be completed within the required time frame being twice the scheduled course duration.

The Employee shall be required to submit a Statement of Progress/Result or other evidence such as a transcript to demonstrate appropriate completion of course components on a regular basis. (This information will be gathered every 6 months or as details are released from the Training Provider or Higher Education Institution).

In the event that necessary progress through the course is observed by the Co-ordinator to be delayed and or jeopardized for any reason, then a meeting shall be scheduled between the employee and the Co-ordinator to discuss an appropriate course of action. Management will be informed of the outcomes of this discussion and shall have authority to approve the required course of action.

The employee may jeopardize their ongoing employment at the service if they fail to meet the progress in study requirements or complete the course within the prescribed finishing period.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 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 well being 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*
- *Duty of Care*
- *NQS Area: 4.1; 7.1.2, 7.1.3, 7.1.4, 7.1.5; 7.3.1, 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.3 – Educator Ratios, 4.1 – General Health and Safety, 4.2 – Infectious Diseases, 4.4 – Preventative Health and Wellbeing, 8.10 – Employee Orientation and Induction, 8.16 – Employee Immunisation, 8.17 – Fit For Work Policy*



### Procedures

Employees shall not attend to work under the influence of any drug or alcohol which may impact on their individual capacity to perform duties as expected of them in their position.

Employees who are unwell should not attend to work and should notify their supervisor 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 regards to exclusion periods.

Employees should maintain current immunisation status and may be required to provide the employer with a medical report detailing such status.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 8.14 Employee Online Social Networking Policy

The service acknowledges that employees may access online social networking sites such as facebook, twitter, msn and various chat rooms to interact with friends, family and colleagues. This policy aims to establish guidelines on the access and outside work usage of online social networking, with the aim of preventing misrepresentations of the Service and/or its stakeholders.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011*
- *Duty of Care*
- *NQS Area: 4.3.1; 7.2.3, 7.3.2.*
- *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 and LinkedIn;
- Video and photo sharing websites: YouTube, Flickr;
- Blogging and micro blogging sites: Twitter and Bebo;
- All forums and discussion boards;
- Wiki's: Wikipedia;
- 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.

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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;
- If anything is posted online by others which may harm the reputation of the service, its employees or stakeholders, and you have the capacity to delete such information, the Approved Provider asks that you do so immediately.

If something potentially dangerous to the image or people of the service is found online, bring this to the attention of the Co-ordinator. This should be done immediately and the information should not be shared with others.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 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*
- *NQS Area: 1.1.5; 4.2.1; 5; 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.6 - Behaviour Support and Management, 2.7 - Exclusion for Behavioural Reasons, 8.1 - Role and Expectations of Educators,, 8.3 - Recruitment and Employment of Educators, 8.10 – Employee Orientation and Induction.*



### Procedures

Children of employees shall be permitted to be enrolled in and attend the service using the priority of access guidelines as defined in this policy and procedure document.

Children of employees must be eligible to attend a school age care program as described by relevant legislative instruments, namely the *Education and Care Services National Law 2010 and Regulations 2011*.

Employees shall be expected to professionally carry out all duties as expect 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 Co-ordinator will:

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

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 8.16 Employee Immunisation Policy

The Service acknowledges their obligation as an employer under the Work Health and Safety Act 2011, in ensuring the workplace health and safety of employees and others. This extends to limiting exposure to health and safety risks that may arise from the incidence of vaccine-preventable diseases in the workplace. Vaccination of employees and volunteers is not a mandatory requirement under relevant legislation, however is considered by this service as a best practice approach to prevention of vaccine-preventable diseases outbreak.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011*
- *Duty of Care*
- *NQS Area: 2.1.1, 2.1.4; 4.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 4.2 – Infectious Diseases, 4.4 – Preventative Health and Wellbeing, 4.14 – Infectious Diseases Response Strategy, 8.10 – Employee Orientation and Induction, 8.13 – Employee Health.*



### Procedures

All employees and volunteers working with children in the service should be up to date with all the vaccinations that are recommended for adults.

All employees and volunteers working with children in the service should consider additional/special vaccinations, recommended due to an increased risk of exposure in the workplace.

Information sheets from Queensland Health and Workplace Health and Safety Qld provide further guidance regarding recommended immunisations for adults, including but not limited to:

- Hepatitis A;
- Measles, Mumps and Rubella (MMR);
- Varicella (Chickenpox);
- Pertussis (Whooping Cough);
- Hepatitis B - (May be recommended in specific circumstances, such as when providing child care to populations who have a higher prevalence of Hepatitis B).

Employees/volunteers will be required to complete an employee immunisation record (see Appendix D) as part of the service employment process.

Each record shall be maintained confidentially in the employee/volunteer's file.

Any expenses associated with completing the immunisation record such as blood tests and medical fees shall be incurred solely by the employee/volunteer.

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Any employee or volunteer conscientiously objecting to Vaccination shall articulate their position in writing, accepting responsibility for their own individual choice to do so. This document will be maintained confidentially in the employee/volunteer's file.

Conscientious objectors may be required to seek further advice from a medical authority to support them to clearly understand such position. In such cases additional procedures will be relevant to those employees/volunteers should an outbreak of any vaccine-preventable disease occur in the workplace, this will include, but not be limited to:

- Exclusion from the workplace; and/or;
- Restrictions as advised by the relevant health authority.

Such exclusion would be without pay if that person is a paid employee of the service.

Please note:

The service is encouraged to access the information sheets available for child care from:  
<http://www.deir.qld.gov.au/workplace/business/childcare/index.htm>

These may be provided to educators for further information and should be sourced and dated in the policy when accessed.

The Australian Immunisation Handbook is available from <http://www.immunise.health.gov.au/>

<http://www.health.qld.gov.au/immunisation/consumers/babies.asp#centres> accessed 08/08/11.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 8.17 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*
- *NQS Area: 4.3.1; 7.2.3, 7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.4.2, 7.5.1*
- *Policies: 4.4 – Preventative Health and Wellbeing, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.10 – Employee Orientation and Induction, 8.13 – Employee Health, 10.8 – Information Handling (Privacy and Confidentiality).*



### Procedures

**\*\*PLEASE NOTE\*\*** Some content of this policy has been adapted from the Australian Children's Services Employers Association (ACSEA) as best practice.

#### Interpretation

'Fit for Work': an employee is fit for work if they have a blood alcohol level of 0.00 and test negative for drug use.

An employee is 'fit for work' if physically able to carry out their duties, as per their job description.

'On duty': An employee is on duty at any time they are undertaking the duties and responsibilities associated with their contract of employment.

#### Responsibilities

The Approved Provider/OSHC Co-ordinator will:

- Be responsible for assessing the fitness for work of employees under their control, while they are on duty;
- Immediately stand down any employee suspected to be under the influence of alcohol or other drugs;
- Immediately stand down any employee that is not physically fit and capable of performing their duties.

Any such employees must not return to work until they are able to demonstrate that they are fit to work.

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Each employee is responsible for:

- Ensuring that they are not in an unfit state for any reason, including physical limitations and/or the adverse effects of alcohol or other drugs;
- Notifying the Co-ordinator of any concerns that their fitness for work may be impaired;
- Ensuring that any prescription or non-prescription medication is taken safely and in accordance with the requirements as listed further in this policy;
- Notifying the Co-ordinator, or other responsible person, of any situation in which this policy has been breached, including;
  - Any situation in which other individuals are believed to be unfit for work;
  - The unauthorized possession or consumption of alcohol or other drugs on site or during work;
  - Any other apparent breach of this policy.

All such information will be dealt with in strictest confidence.

Employees should also be aware that rights to 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 Co-ordinator or Approved Provider **MUST** be contacted immediately. Such behaviours may include, but not be limited to:

- Slurred or impaired speech;
- possibly aggressive in manner;
- Staggered, jerky movements, could seem unco-ordinated;
- Heavy eyes and/or flushed face;
- Dull, tired appearance

If the above concerns are raised regarding an employee, the Approved Provider may request a blood alcohol test, at the management expense. If the employee's blood alcohol content is higher than 0.00 they will be considered unfit for work immediately. For the employee to return to work, the Approved Provider/Co-ordinator must be satisfied that they are fit for work and that they have a blood alcohol content of 0.00. Proof of which may include the undergoing of another blood alcohol test, at the 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 recognized work event. Where the consumption of alcohol has been properly approved, employees must continue to act in a sensible and responsible manner and with due care for their own and other people's safety and well-being. Failure to act in a sensible and responsible manner or to follow any

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directions with regards to the consumption of alcohol may result in disciplinary action as listed further in this policy.

The unauthorized possession or consumption of alcohol at the workplace will result in disciplinary action as listed further in this policy.

## **Drugs**

Employees must not consume or be under the influence of any unlawful drug anywhere on the Service premises or grounds or while on duty.

If any employee becomes aware of behaviours from which they might draw the conclusion that another employee is under the influence of drugs, the Co-ordinator 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/Barbituates;
- Benzodiazapimes;
- Cocaine/Methadone;
- LSD.

If an employee tests positive for any other substance, the Approved Provider may obtain relevant expert advice to determine whether the employee will be considered fit for work.

If an employee tests positive for drugs they will be considered unfit for work immediately. For the employee to return to work, the approved Provider must be satisfied that they are fit for work. Proof of which may include the undergoing of another urine drug test, at the employees expense.

An employee must not cultivate, sell or have in their possession or control any unlawful drug or drug taking implement anywhere on the Outside School Hours Care premises or grounds or while on duty.

The use, possession, cultivation, manufacture and distribution of an unlawful drug is illegal. If the Approved Provider becomes aware that you have, or have had, in your possession or control, or are cultivating or supplying unlawful drugs or drug taking implements, whether for profit or otherwise on Outside School Hours Care premises or grounds or while on duty, they will notify the police and actively assist them in their enquiries.

Any drugs prescribed by a medical practitioner must be used in accordance with medical advice. Any non-prescription drugs must be used in accordance with manufacturers' recommendations. If an employee is taking prescription or non-prescription drugs, which could cause drowsiness or otherwise affect their fitness for work, they must advise the Co-ordinator so that their ability to work safely can be monitored. If necessary, a medical opinion may be obtained.

The unauthorized possession or consumption of drugs at the workplace will result in disciplinary action and may result in termination of employment.

## **Alcohol and Drug Testing Requirements**

Testing may be carried out where:

- An employee is involved in an incident or accident;
  - An employee displays:
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- unsafe behavior; or
  - causes injury to any other person; or
  - commits an act of negligence or carelessness; or
  - shows disregard for safety.
- There is reason to believe that an employee is affected by alcohol or drugs;
  - An employee who previously tested positive is being monitored to ensure safe practice; or
  - Evidence of alcohol or drug use at the workplace is discovered and the employee or employees concerned can be identified with reasonable certainty.

An employee who does not co-operate fully with the administration of an alcohol or drug test without a legitimate reason will not be able to return to work until they have co-operated and provided a breath and/or urine sample for analysis.

Employees who refuse will be required to take unpaid leave until they co-operate. Refusal to co-operate may result in disciplinary action.

Interference with testing – the actual or attempted adulteration, substitution or other interference by a person with a test sample or result, will result in disciplinary action which may include termination of employment.

### **Disciplinary Procedures**

The Approved Provider may take the following disciplinary action where an employee is found to be under the influence of alcohol or other drug;

- Immediate termination;
- Final warning; or
- Warning.

The appropriate disciplinary action will depend on the individual circumstances of each matter. In making any decisions, the Approved Provider will take into account factors including, but not limited to:

- The seriousness of the employees 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
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- 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 counseled 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 Co-ordinator 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 Co-ordinator 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 Co-ordinator will take all practical steps to assess and manage the work environment to minimize the impact of fatigue.

The Service will provide appropriate information and education on the causes and management of fatigue and will arrange for all individuals to be made aware of their responsibility to prevent impairment of their fitness for work by fatigue.

## **Physical Ability**

The Co-ordinator 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.

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## Confidentiality

Confidentiality is vital in promoting the effectiveness of this policy and all reasonable efforts, consistent with safety, legal requirements and common sense, must be made to maintain an individual's privacy.

Information relating to an employees' fitness for work must be transmitted, used and stored in a confidential manner in accordance with the Information Handling Policy (policy 10.8).

The disclosure of confidential information may be required to those persons who have a legitimate 'need to know'. Typically this will be only to those persons who have a responsibility for ensuring the employees' safety and performance. Disclosure will be limited to the information necessary to address the situation. The Approved Provider/OSHC Co-ordinator will inform the employee as to:

- The reason or need for disclosure;
- To whom the disclosure will or has been made; and
- The extent of information that will or has been disclosed.

(ACSEA, 2006)

<http://acsea.org/media/Documents/employment%20documents/fitness%20for%20work%20policy.pdf>

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 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 from various backgrounds eg cultural, religious, gender, disability, marital status and income. All areas/members of the community are respected, valued, catered for and encouraged to be involved in the operation of the Service.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Child Care Services Handbook (for current year)*
- *Duty of Care*
- *NQS Area: 1.1.5; 3.1.3; 4.2.1; 6.1.1, 6.1.3; 6.3.1,6.3.3; 7.1.1; 7.2.1; 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.11 – Including Children 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 Department of Employment, Education and Workplace Relations (DEEWR) through the current Child Care Services 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 being sensitive 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 Co-ordinator 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 particular child.

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23/01/2012	30/04/2012	10/12/2012

## 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*
- *Duty of Care*
- *NQS Area: 1.1.5; 2.1.1; 2.2.1; 2.3.4; 4.1.1; 4.2.1; 6.1; 6.2.1; 6.3.2, 6.3.3;; 7.2.1, 7.2.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *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 Co-ordinator, where the families will be provided with a service enrolment pack, including but not limited to:

- Child enrolment form;
- Family handbook;
- List of current educators, including photos;
- Service rules and behavior expectations.

Enrolment at this Service for children over pre-school age (but not yet started prep) is available from the beginning of the calendar year in which they will attend school. Families may need to provide documentation relating to proof of age prior to enrolment being accepted.

Strictly for the purposes of enabling the Service to fulfill 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;
  - Parental/guardianship and/or residential details (if any), including copies of relevant court orders;
  - Relevant health, medical and immunization details;
-

- Name, address and phone number of the child’s doctor;
- Any special physical, emotional, dietary, religious, cultural or other needs or considerations relating to the child;
- Authorisation for the service Co-ordinator (or nominated educator) to:
  - Provide emergency medical treatment;
  - Apply/assist to apply SPF+30 sunscreen;
  - Take and/or display children’s photographs;

The enrolment form 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), (see Policy 10.8) and the other Policies and Procedures of the Service from time to time,

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.

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 recognizes and acknowledges the importance of effective communication with families and strives to encourage their participation to enhance the service provided. Families are welcome to attend the Service or talk to educators during operation. We encourage families to voice any concerns in a way that will assist us to provide a better service.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *NQS Area: 1.1.4, 1.1.5; 2.1.1, 2.1.4; 2.2.1, 2.2.2; 4.1; 4.2.1; 6.1; 6.2; 6.3.2, 6.3.3; 7.1.5; 7.2.1, 7.2.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *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

For new families at the Service, the first point of contact will be the Co-ordinator, who will meet with the parents/guardians and the child to discuss the Service and the child's needs and to answer any questions.

On enrolment, a Family Handbook will be provided as part of the Service enrolment package. The information contained in this handbook is based on the Service policies and procedures and should be used as a reference.

Parents/guardians will have access to meet with the Co-ordinator by appointment, to discuss any issues or concerns with respect to their child and/or the Service. Information is available to families about their child which includes documentation of their child's learning, development and participation in the program.

Information provided by families relating to their child's participation in the program will be documented and stored as appropriate.

Before entering the premises all persons will need to be identified by the Co-ordinator, or other educators. An approved person is a person who has been given permission by the parent/guardian, Co-ordinator/educators or Management Committee.

The Co-ordinator will treat all enquiries and concerns, and the persons making them, seriously and with respect and will endeavour wherever possible to answer questions and provide required information.

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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.

The Co-ordinator may refer families to information relating to appropriate community support and resource agencies that are accessible and available at the parent sign in/notice board area.

Information for parents will also be communicated through:

- regular newsletters; and/or
- parent sign in and notice board area; and/or
- regular meetings between Co-ordinator/educators and parents/guardians; and/or
- notices written by the Co-ordinator, and approved by the Management Committee, being given to parents/guardians when there are matters of changed policy and it is important for the changes to be communicated before the next newsletter or monthly meeting; and/or
- Blasts and notifications sent through the service social networking site (if applicable).

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23/01/2012	30/04/2012	10/12/2012

## 9.4 Communication with Community Policy

The Service recognizes and acknowledges the importance of its local community and seeks to act as a responsible neighbour and community member, both in the interests of its community and of enhancing the experience of children 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*
- *NQS Area: 6.2.2, 6.3.1, 6.3.3, 6.3.4; 7.3.1, 7.5.1.*
- *Policies: 8.14 – Employee Online Social Networking, 9.5 – Complaints Handling, 9.6 – Communication with Families, 9.7 – Community Engagement.*



### Procedures

The Co-ordinator 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 Co-ordinator ensures that they are indeed available on request by parents/guardians.

The Co-ordinator ensures that the surrounding neighbours (including businesses) of the Service are invited to attend the Service on a regular basis to obtain any information, provide any feedback on the operation of the Service as a responsible neighbour, and to explore any ways in which stronger community links can be built.

Members of the community will have free access to meet with the Co-ordinator by appointment (provided that parents and children of the Service are the greater priority), to discuss any issues or concerns with respect to the Service.

The Co-ordinator will treat all enquiries and concerns, and the people making them, seriously and with respect and will endeavour wherever possible to answer questions and provide required information.

Any deficiencies in the Service which are identified through this process and can be rectified will be taken in to account by modifying or enhancing these Policies and Procedures, or the program, as appropriate.

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23/01/2012	30/04/2012	10/12/2012

## 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*
- *NQS Area: 4.2.1; 4.2.2, 4.2.3; 6.1.1, 6.1.3; 7.1.1, 7.1.2, 7.1.3, 7.1.5; 7.2; 7.3.*
- *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

The Co-ordinator shall be the first contact for all comments and/or complaints. However the complainant will have direct access to the Management Committee, and the Co-ordinator will permit and, if appropriate, encourage the complainant to do so, if:

- the complaint is about the conduct of the Coordinator;
- the complainant is not comfortable to take the complaint to the Co-ordinator;
- the complainant is not satisfied with the Co-ordinator's handling of the complaint;
- 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 chair of the Management Committee through the Family Handbook, newsletter or other appropriate form of communication, and otherwise will be available on request.

Using the Complaint Record Form (see Appendix D), the Co-ordinator will record all details of the complaint, any relevant discussions, and if appropriate, the resolution of the complaint. Both the Co-ordinator and complainant should sign this form with a copy provided to the complainant on request.

The Co-ordinator will seek to resolve all genuine and reasonable complaints in the most appropriate way possible in consultation with the complainant. Discussions with the complainant are not to be conducted in presence of the children, other employees or parents, and heated discussions are to be avoided as far as possible.

To protect the privacy of all individuals, and encourage openness and honesty in the handling of complaints, the complaints record form is a confidential document, which will not be accessible to any person, provided that the Co-ordinator will provide copies of relevant entries only to a complainant on request.

Any matters of complaint can be referred to the Service Management Committee or the relevant Regulatory Body for further guidance and/or assistance.

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## 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 in an effort 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*
- *Commission for Children, Young People and Child Guardian Act 2000*
- *NQS Area: 2.2.2; 2.3.3; 4.2.1; 6.1.1, 6.1.2; 6.2.1, 6.2.2; 6.3.1, 6.3.3, 6.3.4; 7.1.5; 7.2.1, 7.2.3; 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 3.5 – Excursions, 8.5 – Volunteers, 9.3 – Communication with Families, 9.4 – Communication with Community, 9.8 – Parent Conduct, 10.9 – Risk Management and Compliance,*



### Procedures

#### 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 in particular program delivery; and
- When such parent skills and interests may be utilized 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 methods in which such resources can be utilized eg excursions, incursions, support activities etc;
  - How such Community engagement will support the overall objectives of the service and in particular program delivery; and
-

- When such Community resources may be able utilized throughout the year.

The Coordinator, Management and employees shall identify local and wider community resources, where mutually beneficial and supportive relationships require establishment or enhancement.

Families of the service will be encouraged to suggest suitable and appropriate community venues that may be considered for excursions, incursions etc.

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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 and/or certified supervisors of the service may need to exercise duty of care in managing particular situations. These occasions as described by such policy may include those in which it is suspected that children may be released into the care of intoxicated or under the influence persons. All persons considered or expected under the influence of drugs, alcohol or other substance that are under the employ (at the time) of the service shall be referred to the “fit for work” policy and procedure. All persons who are not under the current employ of the service shall be requested to follow the policy and procedure as described.

Under no circumstances would the service recommend that unfit persons take on duty of care for children unless the following procedures have been duly considered.



### 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*
- *NQS Area: 2.3.2; 4.2.1; 7.1.1, 7.1.2; 7.3.2, 7.3.4, 7.3.5..*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and 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 Co-ordinator or other senior employee reasonably suspect that the relevant parent, guardian or person authorised to collect the child is under the immediate influence of alcohol, drug or other substance, they shall:

- Make attempt to discuss concerns with parent, guardian or authorised person;
  - If not parent, then make attempt to contact parent to discuss concerns;
  - Only release the child if required to by law;
  - Call the police if an immediate threat to the welfare and wellbeing of children/and 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*
- *Duty of Care*
- *NQS Area 6.1.1; 7.1.1; 7.3.2, 7.3.4.*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and 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 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 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 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 conduct within the service is threatening or violent.

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23/01/2012	30/04/2012	10/12/2012

## **10.1 Quality Compliance Policy**

The Service strives to meet the National Quality Standard for Early Childhood Education and Care and School Age Care and the requirements for Approved Providers of child care services under the *Education and Care Services National Law Act, 2010 and Regulations 2011* in such a way as to best fulfill 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*
- *NQS Area: 4.1; 7.1; 7.2; 7.3.*
- *Policies: 1.1 – Philosophy Statement, 1.2 – Goals, 2.10 – Reporting Guidelines and Directions Policy for Handling Disclosures and Suspicions of Harm, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 5.3 – Food Act Compliance, 6.1 – Space and Facilities Requirements, 7.1 – Emergency Equipment and Facilities, 8.2 – Educational Leader, 10.5 – Approval Requirements under Legislation, 10.6 – Supervisor Certificate, 10.9 – Risk Management and Compliance, 10.10 – Managing Compliance within the Service.*



### **Procedures**

The Service has developed, and will regularly review and update, written policies for conduct of the Service (including at least the matters required by the *Education and Care Services National Regulation 2011* and the *National Quality Standards*).

The Management Committee requires the Co-ordinator, or her/his nominated delegate to act as Quality Officer to:

- ensure and monitor the implementation of this Quality Compliance Policy;
- check for, record and act on any non-compliances by the Service or its employees with this Quality Compliance Policy or any Quality Areas; and
- to monitor changes in the *Education and Care National Law Act, 2010* and the National Quality Standards (or any specific quality elements) which may affect or require a change to any of the Policies and Procedures of the Service.

The Quality Officer (if that role is separate from the Co-ordinator's role) is to report on all such matters to the Co-ordinator, who will, in turn, report to the Management Committee.

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 Management Committee and the Co-ordinator within the Service.

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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;
- agree to adhere to all values, Policies and Procedures, through written terms of employment and role statements, including acceptance that repeated failure to comply may result in termination of employment.

The Co-ordinator in conjunction with the Management Committee is responsible to conduct regular informal assessments, and formal annual performance reviews, of all employees' adherence to Policies and Procedures and to take immediate appropriate steps to address non-compliances.

The Statement of 'Service Philosophy' is displayed on the wall of the Service, in the Educator Handbook, and in the Family Handbook and enrolment materials.

Children and families are an important part of the Service and:

- are actively invited to participate in decision-making and Policy development wherever appropriate;
- are kept informed of all Policies and Procedures, and their means of communicating with the Service, through a Family Handbook and regular communications via the Service newsletter.

In addition to this General Quality Compliance Policy, the National Quality Standards requirements of the current legislation are incorporated into the specific Policies and Procedures of the Service.

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23/01/2012	30/04/2012	10/12/2012

## 10.2 Role and Composition of Management Committee Policy

The Service Management Committee defines clearly in writing its own role and communicates with the Approved Provider, parents, the community, educators and other stakeholders to ensure that the Management Committee effectively fulfils its role.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- 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 (eg directors' duties) to your management committee or board or other governing body. Take expert advice if you are unsure of this.
- NQS Area 7.1.1, 7.1.5; 7.3;
- Policies: 8.3 – Recruitment and Employment of Educators, 8.6 – Employee and Volunteer Grievance, 8.8 – Performance Monitoring, Review and Management, 9.5 – Complaints Handling, 10.1 – Quality Compliance Policy, 10.3 – Budgeting and Planning, 10.11 – Management Code of Conduct, 10.17 – Strategic Planning.



### Procedures

The Management Committee has a written Role Statement and Code of Conduct which will be made available to all interested persons associated with the Service.

In addition to anything else provided in the Role Statement from time to time, the Management Committee is responsible to ensure that:

- The philosophy and goals of the service are developed and update as appropriate;
- The service philosophy and goals are available to all through the Family Handbook, the Educator Handbook and other publications of the Service;
- The performance of the Co-ordinator is monitored and reviewed; (see also Policy 8.8)
- The budgeting and planning process for the Service is approved and monitored; (see also Policy 10.3)
- They are available to be contacted by families and/or employees regarding grievances and/or complaints

The Service regularly publicises details of the role, operation and composition of the Management Committee and the right of parents and community members to stand for election/appointment to the Management Committee.

The Management Committee is responsible to monitor the Co-ordinator and other employees in implementing these policies and procedures.

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The Management Committee also evaluates its own performance of its role at least on an annual basis.

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23/01/2012	30/04/2012	10/12/2012

## 10.3 Budgeting and Planning Policy

To ensure the effective and efficient management of the service, the Management Committee and Co-ordinator shall work together to develop effective and responsible laws and budgets for the ongoing operation of the Service.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- 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 (eg directors' duties) to your management committee or board or other governing body. Take expert advice if you are unsure of this.
- *NQS Area: 3.2.2; 6.1.2; 7.1.1, 7.1.3; 7.2.3; 7.3.1, 7.3.2.*
- Policies: 6.1 - *Space and Facilities Requirement*, 6.2 - *Provision of Resources and Equipment*, 8.3 – *Recruitment and Employment of Educators*, 8.4 – *Educator Professional Development and Learning*, 10.4 – *Fees*, 10.17 – *Strategic Planning*.



### Procedures

Budgets will be prepared in advance by the Co-ordinator, in conjunction with the Management Committee and tabled at the next Management Committee meeting for approval.

Budgets will take into account the need for appropriate and adequate employees, facilities, equipment, maintenance and the requirements of the Service Policies and Procedures.

Budgets will also take into account the professional development needs of Educators at the service with a yearly allocation for training relating to their job role.

Service budgets will be used in the strategic planning process to ensure allowances are made for major items of expenditure such as replacing computers, resources and/or furniture.

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## 10.4 Fees Policy

This Service aims to provide a quality service to families at an affordable price. The Management Committee will set fees based on the annual budget required for the provision of quality childcare in keeping with the Service's Philosophy Statement and other goals, and these Policies and Procedures. Child care benefit is available to all families who meet residency and immunization guidelines.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Child Care Service Handbook (for current year)*
- *NQS Area 6.1; 7.1.1; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 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

Permanent bookings shall be entitled to a reduced fee, as set by the Management Committee. A permanent 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 Management Committee, due to the nature of the booking and irregular attendance pattern associated.

Fees will be paid, for all days booked, on the last day of attendance each week to the nominated person e.g. Co-ordinator/administrator.

A receipt will be issued for each payment detailing all the requirements according to the Department of Education, Employment and Workplace Relations (DEEWR) Child Care Service Handbook. (A copy of which is held at the Service for access by parents and other genuinely interested persons).

The Accepted payment method for payment of fees is through Ezidebit direct debit with either a bank account or credit card. Credit card payments will incur a 1.87% charge. Fees can be paid fortnightly or upfront for the term.

All monies will be banked on behalf of the Service as soon as possible after receipt.

#### Childcare Benefit

The Co-ordinator will keep parents informed about the availability of Childcare Benefit (**CCB**) by:-

- advising all parents of the ability to apply for Childcare Benefit through the Family Assistance Office when the Co-ordinator initially meets with parents and also through the Family Handbook;
- 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.

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Credit for fees already paid will be made in accordance with the Department of Education, Employment and Workplace Relations (DEEWR) Child Care Service Handbook.

All CCB records will be kept for 3 years from the last entry on the record in accordance with the Department of Education, Employment and Workplace Relations (DEEWR) Child Care Service Handbook.

### **Late Fees**

Closing time of this Service is 6.00pm. Parents who collect their children after this time will incur a late fee of \$20 for the first 15 minutes and \$1 per minute thereafter (this is to compensate employees for overtime rates as required by relevant industrial instruments).

### **Overdue Fees**

If there are outstanding fees of over \$50.00, or where no payment has been made in at least 2 weeks:-

- in the first instance, the Co-ordinator/administrator will remind the parent verbally and record when the parent has agreed to pay the account;
- if no payment has been received when agreed, written notification by the Management Committee will be sent;
- if no arrangements have been made the parent will be contacted by the Management Committee where the terms of payment are discussed and parents are informed that continued enrolment is dependent on the payment of the fees outstanding;
- a debt collection agency may be used if payment of fees have not been received;
- the Management Committee 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 by the Management Committee under the previous paragraph.

### **Cancellations and Refunds**

There shall be no refunds given for cancellation unless the Management Committee decides otherwise in the sole and absolute discretion of the Management Committee in the particular circumstances.

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.

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## 10.5 Approval Requirements under Legislation Policy

As part of the service risk management and compliance obligations, the Management Committee and the Co-ordinator shall jointly be responsible to ensure that the Service complies with the Approval requirements under the *Education and Care Services National Law 2010 and Regulations 2011*.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *NQS Area: 7.1.1, 7.1.4; 7.2.1; 7.3.1, 7.3.2, 7.3.3.*
- *Policies: 10.1 – Quality Compliance, 10.2 – Role and Composition of Management Committee, 10.6 – Supervisor Certificate, 10.8 – Information Handling (Privacy and Confidentiality).*



### Procedures

An application for Provider Approval must be made, in writing, to the relevant Regulatory Authority prior to the service being operational.

An Approved Provider may apply, in writing, to the Regulatory Authority for Service Approval to operate an education and care service if the Approved Provider is or will be the operator and will be responsible for the management of the staff members and nominated supervisor for that service.

Information required to be provided to the Regulatory Authority as part of the Service Approval process includes, but is not limited to:

- The location and street address of the proposed service;
- Plans prepared by a building practitioner showing the location of:
  - All buildings, structures, outdoor play and shaded areas;
  - Location of entry and exits;
  - Location of toilets and hand washing facilities;
  - Floor plan showing unencumbered indoor and outdoor spaces;
  - Calculations verifying regulated space requirements.

As part of the Service Approval process, a Nominated Supervisor for the service must be delegated, in writing and with their consent, to the Regulatory Authority (see Policy 10.6 – Supervisor Certificate).

Whilst the Service provides, or aims to provide, regular child care to school age children, the Management Committee and the Co-ordinator are jointly responsible to ensure that the Service will not operate at any time if some person or body does not hold a current approval in respect of the Service.

Whilst the Service is approved to provide child care, the Management Committee and the Co-ordinator are jointly responsible to ensure that:

- The Service complies at all times with the specific conditions of the approval applicable to the Service;
- The approval is renewed and kept current in accordance with the legislation;
- The relevant current Service Approval is kept on display at the Service whenever child care is being provided.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/06/2012

## 10.6 Supervisor Certificate Policy

As part of the Approved Provider obligations under the previous policy (10.5), to obtain Service Approval, a Certified Supervisor must be nominated, in writing to the Regulatory authority, to be the Nominated Supervisor for the service. The Nominated Supervisor is delegated by the Approved Provider to be in charge of the day to day operations 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*
- *NQS Area: 4.2.1; 7.1; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 10.1 – Quality Compliance, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality).*



### Procedures

The Nominated Supervisor of the service MUST hold a current Supervisor Certificate in accordance with the *Education and Care Services National Law 2010 and Regulations 2011*.

A Supervisor Certificate allows the person to whom it is issued, with their written consent, to be placed in the day to day charge of an approved education and care service, either as the Nominated supervisor or when the Nominated Supervisor is absent from the service.

Application for a Supervisor Certificate may be made:

- In writing to the Regulatory Authority, including the prescribed fee;
- By an individual over 18 years of age; and
- In the jurisdiction which they currently, or intend to, reside in.

Applicants for a Supervisor Certificate must satisfy the Regulatory Authority that they:

- Are a fit and proper person to be a supervisor of an education and care service;
- Meet the prescribed minimum for qualifications, experience and management capability;
- Management of the service will seek written consent from a designated Certified Supervisor to take on the role of the Nominated Supervisor for the service, as per legislated requirements for Service Approval.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 10.7 Insuring Risks Policy

The service recognises and acknowledges the need for a responsible approach to identifying and managing risks (see Policy 10.9 – Risk Management and Compliance) and will endeavour to have adequate insurance protection at all times. Employees, children, 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 (eg directors' duties) to your management committee or board or other governing body. Take expert advice if you are unsure of this.
- *NQS Area: 2.3.2; 4.2.1; 7.1.1; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 10.1 – Quality Compliance Policy, 10.5 – Approval Requirements under Legislation, 10.9 – Risk Management and Compliance Policy*



### Procedures

As per the *Education and Care Services National Law 2010* responsibility rests with the Approved Provider to take out and keep current adequate public liability insurance with a minimum cover of \$10 Million building and contents (including loss of cash from premises or in transit) and other insurances\*.

All insurance will be purchased through a reputable broker or agent.

The Management Committee will request the Co-ordinator each year to gather such information as necessary to enable the Management Committee to make an informed assessment and make decisions on the insurance needs of the Service.

The Coordinator 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 Management Committee 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 Co-ordinator will notify the Management Committee immediately.

If directed by the Management Committee, the Co-ordinator 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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Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

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## 10.8 Information Handling (Privacy and Confidentiality) Policy

In order to protect children and better provide its services, the Service seeks and deals with personal and sensitive information relating to families, children and others. The Service respects the privacy of all individuals and seeks only information which it needs for these purposes and handles that information with confidentiality and sensitivity and in keeping with legal requirements. Our service supports the principles of privacy and confidentiality. Types of Information we collect includes personal information on employees, children and families which is used in the operation of our service. Personal information collected includes:- Names, addresses and contact numbers for family members, children's medical details, qualifications, recognised training and/or positions, places of employment.



### 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, 2000 (Commonwealth) and amendments*
- *NQS Area: 1.1.4; 1.2.1, 1.2.3; 2.1.1; 2.3.3, 2.3.4; 4.2.1; 6.1.1, 6.1.3; 6.2.1; 6.3.2, 6.3.3, 7.1.1, 7.1.2, 7.1.5; 7.2.1; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.10 – Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 2.13 – Use of Photographic and Video Images of Children, 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

This Service complies with the Privacy Principles under the *Privacy Act, 2000* (Commonwealth) through this policy.

The Service gathers only the information it needs in order to provide its services and protect and care for children and Educators.

The Service obtains the written consent of persons to the use of the information by the Service in connection with providing the services, delivering the program and complying with its Duty of Care to children, employees and other persons, including those giving the information. The service may seek permission to share relevant information as required by law. This is done through the enrolment and other related procedures as new information is received.

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.

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The Co-ordinator 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
- Limiting the use and accessibility of personal information.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012



## 10.9 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.

\* For further assistance with developing this policy see also Australian Standard website (see Appendix C)



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Associations Incorporation Act, 1981,(Qld) or Corporations Act, 2001 may apply (eg 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*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Commission for Children and Young People Amendment Act (No 1) 2006.*
- *NQS Area: 2.1.4; 2.2.2; 2.3; 4.1; 4.2.1; 7.1.1, 7.1.4, 7.1.5; 7.2.3; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 2.10 – Reporting Guidelines and Directions Policy for Handling Disclosures and Suspicions of Harm, 3.5 – Excursions, 3.6 – Transport for Excursions, 5.1 – Food Handling and Storage, 6.1 – Space and Facilities Requirements, 6.3 – Workplace Health and Safety, 7.1 – Emergency Equipment and Facilities, 8.1 – Role and Expectations of Educators, 10.1 – Quality Compliance.*



### Procedures

The Management Committee will, in conjunction with the Co-ordinator, 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;
  - Commission for Children Young People and Child Guardian requirements;
  - Work Health and Safety Practices;
  - Equal Opportunity Employment;
  - Adequate insurance;
-

- the Service Approval status applicable to the Service (see Policy 10.5 – Approval Requirements under Legislation) and other relevant laws applicable to the Service;
- Maintenance of equipment and facilities;

The Management Committee, in conjunction with the service Co-ordinator, 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 Co-ordinator, or his/her delegate, acting as Quality Officer (see Policy 10.1 – Quality Compliance) is responsible to monitor changes in current laws and other regulatory requirements. To do this, the Co-ordinator will proactively and fully inform her/himself, through subscribing to appropriate information services, industry bodies and attending all relevant and appropriate forums for discussing these issues.

The Co-ordinator informs educators of all such changes and requirements through the educator training program (See Policy 8.4 – Educator Professional Development and Learning), regular team meetings and/or service communication book.

### **High risk activities and special events**

High level risks and special events shall be identified from time to time within the program, through consultation with educators, management and other relevant stakeholders. Such events may include but are not limited to excursions and/or incursions.

The risk management process shall be conducted for each of the activities identified as a high risk or special event and shall be conducted prior to the scheduled timeframe for the event or activity.

All relevant stakeholders shall be informed of how the service intends to manage high level and special event risks and appropriate training and support for stakeholders will be made accessible.

### **Crisis and critical events**

This may include emergency situations such as fire, flood, other natural disasters, external threats, evacuation etc.

Preventative measures shall be taken to prepare for critical events such as:

- Developing risk management plans for possible emergency situations (e.g. fire, flood). Management plans may include strategies for overnight stays and/or food restrictions;
- Creating a ‘storm pack’ including a torch and batteries, radio, rations etc.

The details of the crisis or critical event shall be documented on a service incident report and shall include the projected impact on the stakeholders within the service, immediate actions, follow up actions and ongoing actions.

Immediate actions may include:

- Carrying out plans as per the service risk management process;
  - Ensuring immediate safety of those involved;
  - Administering first aid;
  - Reassuring children, families, employees, volunteers and students;
  - Seeking assistance from emergency services and management;
  - Accompanying children or others to hospital by ambulance when necessary.
-

Follow up actions may include:

- Seeking access or referral to, appropriate 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 behavior;
- Supporting children to appropriately express thoughts and feelings;
- Providing a stable and nurturing environment with familiar routines;
- Supporting employees through team meetings and accessing relief employees to support when appropriate;
- Providing professional support and special leave when needed;
- Supporting families through meetings and written information;
- Managing media attention attracted by newspapers, radio and television through appropriate and effective methods of communication. This may involve nominating a media contact to manage the communication to ensure consistency of information and reduction in misinformation and speculation.

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 through borrowing from the service.

Information shall be dispersed to families, volunteers and employees through appropriate newsletters, flyers and other methods of communication.

Training materials and strategies shall be made available and accessible to help employees, volunteers and parents identify and manage risks of harm.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 10.10 Managing Compliance within the Service Policy

The service recognizes 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*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Commission for Children and Young People Amendment Act (No 1) 2006.*
- *Privacy Act 1988*
- *NQS Area 6.1.3; 7.1; 7.2.2, 7.2.3; 7.3.*
- *Policies: 8.2 – Educational Leader Policy, 10.1 – Quality Compliance Policy, 10.5 – Approval Requirements under Legislation Policy, 10.6 – Supervisor Certificate Policy, 10.7 – Insuring Risks Policy, 10.9 – Risk Management and Compliance Policy.*



### Procedures

The service shall actively work towards compliance with:

- *Education and Care Services National Law, 2010 and Regulations 2011;*
- *National Quality Standards for Education and Care Services and School Age Care;*
- *Commonwealth Child Care Act 1972 (Child Care Benefit);*
- *Commission for Children and Young People and Child Guardian Act 2002;*
- *Commission for Children and Young People Amendment Regulation (No 1) 2006;*
- *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 organizations to conduct external audits and to provide reports regarding compliance issues to the service on a regular basis;
- Acting on any relevant recommendations or notification to changes in compliance requirements immediately.

Information shall be made accessible to families, volunteers and employees regarding the service policies and procedures in relevant handbooks as well as having access to a full copy of the service policies and procedures through borrowing from the service.

Information shall be dispersed to families, volunteers and employees through appropriate newsletters, flyers and other methods of communication.

### **Positive Notice Blue Card Compliance**

All employees, volunteers and executive members of management must hold a current and valid Positive Notice blue card.

Prospective paid employees shall not be engaged to work at the service until appropriate application for a blue card has been made. Required evidence of such application shall be maintained at the service.

A blue card register will be maintained at the service containing certified copies of blue cards of all employees, volunteers and executive members of management. The register shall be referred to by the Coordinator/Administrator on a regular basis to track expiry dates.

All employees, volunteers and executive members of management holding existing blue cards prior to their involvement with the service shall be required to complete appropriate documentation to have their engagement with the service recorded e.g. Authorisation to confirm a valid blue card.

All employees, volunteers and executive members of management shall be provided with information regarding their responsibilities in holding a blue card.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 10.11 Management Code of Conduct Policy

The service expects that all members of Management shall conduct themselves in such a way that is professional and in accordance with the philosophy and goals of the service. Management are expected to actively demonstrate a positive attitude towards their role, the service, the employees and the service's clients. The service requires that all Management abide by the code of conduct at all times during their interaction with children, families, community members, employees and other members of management.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 6.1.2; 7.2.1; 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 10.2 – Role and Composition of Management Committee, 10.8 – Information Handling (Privacy and Confidentiality).*



### Procedures

Management shall be provided with a copy of the service's code of conduct/code of practice or code of ethics prior to commencing their position.

Management shall be expected to read the document and indicate that they have understood all of the conduct requirements by signing the agreement.

Management shall be expected to consistently uphold the agreement during their time with the service.

Breaches to the agreement shall be taken seriously which may result in appropriate action taken on behalf of the Service.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 10.12 Information Technology Policy

The service acknowledges and recognizes the significant impact of information technology on OSHC services and therefore aims to have suitable policies and procedures in place to ensure that information technology is used appropriately and in the best interests of the children, families and employees who use the service.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Commission for Children and Young People Amendment Act (No 1) 2006.*
- *NQS Area: 1.1.1, 1.1.2, 1.1.5; 1.2.2; 3.2.2; 4.2.1; 5.2.1; 6.1.2; 6.2.1; 7.1.2; 7.2.1; 7.3.5.*
- *Policies: 2.13 – Use of Photographic and Video Images of Children, 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 school age children attending school age care services and shall be included as an appropriate part of the overall program when accessible.

Information technology shall include computer equipment and other forms of communication technology including such as cameras.

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 where appropriate.

#### Online Social Networking

With the knowledge and consent of the Approved Provider, the Service may set up its own social networking (eg Facebook) page, with an aim to increasing communication with families and the school community.

Good judgement and common sense must be used to ensure the reputation of the service, its employees and stakeholders are not harmed during the use of social networking media. Once something is placed online, it spreads quickly and cannot be retracted.

Employees authorized to access the service’s social networking page will adhere to the following guidelines:

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- 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.;
- Only community members known to the service shall be invited i.e. teachers, school leaders etc.

Employees authorized to access the service's social networking site are also required to adhere to the participation guidelines as listed further in this policy.

While the Service does not wish to control personal private information released outside of work hours, any image, comment or status distributed by an employee that damages the reputation of the Service, its employees and other stakeholders, will be treated as a serious breach of this policy and may result in disciplinary action.

When using social networking media, the following guidelines must be adhered to at all times:

- Offensive comments are not to be made about fellow employees online. This will be viewed as cyber bullying. Even if comments are not made directly, they may still be viewed indirectly by multiple people;
- Work-related problems, tasks and ventures should not be discussed online. Confidentiality must be maintained at all times;
- Be clear that your personal views are yours, and not necessarily the views of the service management and/or stakeholders;
- Management must approve any photos of employees in work uniform prior to being posted to the site. Photos are not to be placed online if they are of an unprofessional nature;
- If anything is posted online by others which may harm the reputation of the service, its employees or stakeholders, and you have the capacity to delete such information, the Approved Provider asks that you do so immediately.

If something potentially dangerous to the image or people of the service is found online, bring this to the attention of the Co-ordinator. This should be done immediately and the information should not be shared with others.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012



## 10.13 Purchasing Policy

The service management seeks to implement measures which provide financial protection and minimize the risk of fraudulent, inappropriate or negligent financial practices. Such policy seeks to protect the financial reputation of the organization and its ongoing viability.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *P&C Accounting Manual*
- *P&C Operations Manual*
- *NQS Area: 2.2.1; 3.1.1; 3.2.2; 6.1.2; 7.1.1; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 6.2 – Provision of Resources and Equipment, 10.3 – Budgeting and Planning, 10.9 – Risk Management and Compliance, 10.15 – Asset Management.*



### Procedures

When purchasing is carried out within the service, the conduct of purchases will be in line with the following five principles:

- Open and effective communication;
- Value for money;
- Enhancing the capabilities of local business and industry;
- Environmental protection;
- Ethical behaviour and fair dealing.

All requests for purchases must be in writing to the Management Committee of the service. The responsibility for ordering shall be with the service Co-ordinator or management representative.

Ordering and purchasing authority is restricted to the Coordinator and Assistant Coordinator. Such authority may be transferred should other employees be required to act up in this position, but shall be limited to amounts of no greater than \$150. This may include purchasing through petty cash or the appropriate use of service accounts e.g. grocery account.

Purchase limits extend to goods over \$500 for one single item and goods over and above 3 month budget forecast.

Exceptions may apply when a government grant (or other grant) requires that goods be purchased within a given timeframe and that this timeframe is earlier than an approved management meeting.

Management does not condone 'order splitting' so that purchases above the maximum limit are able to be made. Where the total cost of the intended purchase exceeds \$500 for a single item or is over and above the budgeted expense for such items within a 3 month time frame, then further appropriate authority is to be obtained.

All purchases over \$1000 shall require two written quotes or research evidence and purchases over \$3000 shall require three written quotes or research evidence depending on the scope of purchase.

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Management shall ensure that the purchasing policy does not negatively impact on the efficient operations of the service and that all purchase requests are followed up in a timely manner.

Authorisation for purchases over \$500 may be approved in events of emergency where two approved members of management have been contacted and agreed to the expense. Documentation of such discussion shall be made and presented at the next approved management committee meeting.

All purchases and payments shall be accompanied by a purchase requisition which shall include the following information:

- Date of purchase;
- Supplier;
- Persons requesting purchase;
- Authorisation by two approved members of management;
- Purchase total.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 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*
- *NQS Area: 7.1.1; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 10.1 – Quality Compliance, 10.8 – Information Handling (Privacy and Confidentiality), 10.12 – Information Technology.*



### Procedures

The Coordinator (or other relevant person) shall be responsible for conducting a daily/weekly backup of the entire computer system. Some childcare management programs are web based and may be automatically updated by the software provider.

A back-up of the entire service files shall be done internally as well as on an appropriate external disk drive.

Record of the backup shall be maintained in the 'Computer Record Backup Book' and signed by the Coordinator or Administrator. The backup shall be taken off site by the Coordinator and returned to site on the following working day.

Management shall provide the Coordinator with an appropriate lockable box in which to store the backup while off site to ensure information is safe, secure and inaccessible to public.

Storage of computer data shall be carried out in accordance with any requirements of the organizations insurer. This may involve completion of a risk management plan to ensure all foreseeable risks to data security are considered and managed appropriately.

Any data or memory sticks, 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.

Data storage devices shall be checked weekly to ensure appropriate functioning.

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Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 10.15 Asset Management Policy

The service acknowledges and recognises the necessity to maintain a record of the financial and physical assets belonging to the service in order to meet with the requirements of audit, insurance and for future planning.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *NQS Area: 3.1.1, 3.1.2; 3.2.2; 7.3.2.*
- *Policies: 6.2 – Provision of Resources and Facilities, 10.3 – Budgeting and Planning, 10.13 – Purchasing.*



### Procedures

An asset register shall be maintained which currently describes the property position of the service. The register shall include categories such as:

- Furniture;
- Electrical Equipment;
- Sporting Equipment;
- Utensils and Food Handling;
- Arts and Crafts (other than consumables).

Every fixed item purchased for the service (other than consumables) shall be entered into the register immediately following the purchase.

The details to be contained in the register in respect of purchases shall include:

- Date of purchase;
- Item (Categorised);
- Purchase price;
- Supplier;
- Warranty terms (if applicable).

Items may be disposed of during the year for many reasons including:

- Damaged;
- Aged;
- Other.

In the event that items are disposed of or written off, such items shall be reported to management using appropriate formats such as financial report or Coordinator's report and shall be duly recorded in the asset register.

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The register shall be reviewed and updated annually in accordance with the financial year of audit.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 10.16 Intellectual Property and Copyright Policy

The Service recognises that for the purposes of operating an OSHC service many written materials need to be developed to ensure compliance with relevant legislation. These written materials include, but are not limited to:

- Policies and procedures manuals;
- Handbooks;
- Operational Documents and Forms.

As a result, all materials developed by employees, volunteers or other agents, specifically for the operational purposes of the OSHC shall remain the Intellectual property of the service.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Copyright Act 1968*
- *NQS Area: 7.1.2; 7.1.4; 7.3.2, 7.3.4.*
- *Policies: 8.2 – Educational Leader, 10.1 – Quality Compliance*



### Procedures

Where employees are engaged to develop written materials specifically for the operational purposes of the service, these materials shall be dated and marked with the name of the service.

If appropriate the document shall be further marked with the 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
23/01/2012	30/04/2012	10/12/2012

## 10.17 Strategic Planning Policy

The service recognizes and acknowledges the value of planning strategically to ensure the future and ongoing viability and growth of the service therefore management will review service operations regularly and take a planned approach to the organizations 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*
- *NQS Area: 3.1.1; 3.2.2; 3.3.2; 6.1.2; 7.2.3; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 6.2 – Provision of Resources and Equipment, 10.2 – role and Composition of Management Committee, 10.3 – Budgeting and Planning, 10.13 – Purchasing*



### Procedures

Service management shall plan an annual meeting to strategically review operations and to take a planned approach to the organisations' future.

The Coordinator shall be involved in the process of strategic planning and shall provide the following documents/resources for a 12 month preceding time period to enable the process, including but not limited to:

- Audited financial reports and budget;
- Attendance patterns;
- List of Policies and Procedures;
- Calendar of Events;
- Marketing materials/strategy;
- Others as required.

Service management may seek external support and advice in the process as required.

The process for planning strategically shall be guided by the resource "Growing Children, Growing Business" (which is freely available online to all QCAN Members.)

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012



## 10.18 Court Orders and the Release of Children in Care Policy

The Service recognizes 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 Law Act 1975*
- *Privacy Act 1968*
- *NQS Area: 2.3.2; 4.2.1; 6.1.1, 6.1.3; 6.2.2; 7.1.1, 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.4 – Arrivals and Departures of Children, 9.2 – Enrolment, 9.3 – Communication with Families, 9.8 – Parent Conduct, 10.8 – Information Handling (Privacy and Confidentiality).*



### Procedures

The service shall request that all families provide, upon enrolment of their child, certified copies of any legal documents and orders which may impact on the service to implement a duty of care.

The service shall request that all families, upon changing circumstances within the family unit, update their enrolment and provide certified copies of any legal documents and orders which may impact on the service to implement a duty of care.

The service shall inform all employees of the intent of the court orders whereas it applies to them and impact on their capacity to manage their own duty of care and that of the service towards the child/ren and family.

The service shall endeavour to release children within the conditions as outlined in the certified documents and/or orders.

The service employees shall take a best practice approach to managing the needs of children and families with care and sensitivity and work with families to support them in the provision of care for their children.

The service employees shall respect and maintain the confidential nature of the documents through application of privacy laws.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

## 10.19 Policy Development, Sourcing and Review Policy

The service recognizes and acknowledges the broad range of information sources including statutory documentation that is referred to and referenced either directly or indirectly in the development of policies and procedures.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *NQS Area: 6.1.2; 7.1.1; 7.2.1, 7.2.3; 7.3.2;*
- *Policies: 10.1 – Quality Compliance, 10.5 – Approval Requirements under Legislation, 10.10 – Managing Compliance within the Service*



### Procedures

The service shall develop policies and procedures which reflect the true nature of the service's operations.

The service shall ensure that generic policy documents are reviewed and specified to meet the individual and unique circumstance of the service.

Sourcing of policies shall where possible include reference to expert documentation, resources, guidelines and principles as associated with such policy.

Sourcing of policies from electronic sources including the internet shall include a date in which such source was accessed. Policy sourcing should also be mindful of other provision such as copyright laws and appropriate referencing styles. Relevant Laws and other Provisions shall be articulated and considered also as policy reference and source points.

Policies shall be reviewed annually, according to a predetermined schedule or as required.

Policies shall be dated at ratification and for review.

Date of Development	Date Ratified	Date of Review
23/01/2012	30/04/2012	10/12/2012

# Appendix: A

## Checklist: National Quality Standard elements reflected in Policies and Procedures

This checklist is designed to assist users of this Manual to check against the 7 Quality Areas that form part of the National Quality Standards (NQS).

In Chapter 5 you will find sample policies and procedures that will help you comply with the specific requirements of NQS. For an explanation of the National Quality Standards, refer back to Chapter 3 of the Manual.

Once you develop your own 'Policies and Procedures Manual' for your Service, drawing on the samples given in Chapter 5 where appropriate, you can then use this Schedule to create your own checklist, listing which of your policies and procedures reflect the NQS requirements.

Always remember that this Manual assumes compliance with the minimum National Quality Standard level (see Chapter 3 for an explanation of this system). If your Service chooses to go to higher compliance levels, you should check with ACECQA for the standards you must meet.

**Note:** This checklist is prepared based on the Guide to the National Quality Standard, available as at the date of publication.

You should check at <http://www.acecqa.gov.au> whether the Guide to the National Quality Standard, or any of the 'Quality Areas' or 'Elements' have changed since the date of this publication.

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## Quality Area

# Educational Program and Practice

1:

## 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development

**1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators**

Policy 1.1: Philosophy Statement	Policy 3.3: Educator's Practices
Policy 1.2: Goals	Policy 3.4: Homework
Policy 2.1: Respect for Children	Policy 3.5: Excursions
Policy 2.9: Inclusion and Anti-Bias	Policy 3.7: Physical Activity
Policy 2.11: Including Children with Special/Additional Needs	Policy 3.9: Creativity and Expressive Arts
Policy 3.1: Educational Program Planning	Policy 3.10: Observational Recording
Policy 3.2: Program and Documentation Evaluation	Policy 8.2: Educational Leader
	Policy 8.10 Employee Orientation and Induction
	Policy 10.12: Information Technology

**1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program**

Policy 1.1: Philosophy Statement	Policy 3.3: Educator's Practices
Policy 1.2: Goals	Policy 3.5: Excursions
Policy 2.1: Respect for Children	Policy 3.7: Physical Activity
Policy 2.9: Inclusion and Anti-Bias	Policy 3.8: Extra Curricula Activities
Policy 2.11: Including Children with Special/Additional Needs	Policy 3.9: Creativity and Expressive Arts
Policy 3.1: Educational Program Planning	Policy 3.10: Observational Recording
Policy 3.2: Program and Documentation Evaluation	Policy 5.2: Food and Nutrition
	Policy 8.2: Educational Leader

**1.1.3 The program, including routines, is organised in ways that maximize opportunities for each child's learning**

Policy 1.1	Philosophy Statement	Policy 3.5	Excursions
Policy 1.2	Goals	Policy 3.8	Extra - Curricular Activities
Policy 2.1	Respect for Children	Policy 3.10	Observational Recording
Policy 2.11	Including Children with Special/Additional Needs	Policy 4.8	Sun Safety
Policy 3.1	Educational Program Planning	Policy 5.2	Food and Nutrition
Policy 3.2	Program and Documentation Evaluation	Policy 5.5	Cleaning and Sanitising
Policy 3.3	Educators Practice	Policy 8.2	Educational Leader
Policy 3.4	Homework	Policy 8.10	Employee Orientation and Induction

**1.1.4 The documentation about each child's program and progress is available to families**

Policy 1.1	Philosophy Statement	Policy 3.5	Excursions
Policy 1.2	Goals	Policy 3.9	Creativity and Expressive Arts
Policy 2.1	Respect for Children	Policy 3.10	Observational Recording
Policy 2.11	Including Children with Special/Additional Needs	Policy 8.2	Educational Leader
Policy 2.13	Use of Photographic and Video Images of Children	Policy 8.10	Employee Orientation and Induction
Policy 3.2	Program and Documentation Evaluation	Policy 9.3	Communication with Families
Policy 3.3	Educators Practice	Policy 10.8	Information Handling (Privacy and Confidentiality)

**1.1.5 Every child is supported to participate in the program**

Policy 1.1	Philosophy Statement	Policy 2.11	Including Children with Special/Additional Needs
Policy 1.2	Goals	Policy 3.1	Educational Program Planning
Policy 2.1	Respect for Children	Policy 3.2	Program and Documentation Evaluation
Policy 2.3	Educator Ratios	Policy 3.3	Educators Practice
Policy 2.6	Behaviour Support and Management	Policy 3.4	Homework
Policy 2.8	Anti-Bullying	Policy 3.5	Excursions
Policy 2.9	Inclusion and Anti-Bias	Policy 3.6	Transport for Excursions

Policy 3.7	Physical Activity	Policy 8.1	Role and Expectations of Educators
Policy 3.8	Extra - Curricular Activities	Policy 8.2	Educational Leader
Policy 3.9	Creativity and Expressive Arts	Policy 8.10	Employee Orientation and Induction
Policy 3.10	Observational Recording	Policy 8.15	Children of Employees
Policy 4.9	Children's Toileting	Policy 9.1	Access
Policy 4.10	Anaphylaxis Management	Policy 9.2	Enrolment
Policy 4.15	Asthma	Policy 9.3	Communication with Families
Policy 5.2	Food and Nutrition	Policy 10.12	Information Technology
Policy 6.2	Provision of Resources and Equipment		

**1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and to influence events in their world**

Policy 1.1	Philosophy Statement	Policy 3.2	Program and Documentation Evaluation
Policy 1.2	Goals	Policy 3.3	Educators Practice
Policy 2.1	Respect for Children	Policy 3.4	Homework
Policy 2.6	Behaviour Support and Management	Policy 3.5	Excursions
Policy 2.8	Anti-Bullying	Policy 3.7	Physical Activity
Policy 2.9	Inclusion and Anti-Bias	Policy 8.1	Role and Expectations of Educators
Policy 2.11	Including Children with Special/Additional Needs	Policy 8.2	Educational Leader
Policy 3.1	Educational Program Planning	Policy 8.10	Employee Orientation and Induction

## **1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child**

**1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documentation and evaluation**

Policy 1.1:	Philosophy Statement	Policy 3.3:	Educator's Practices
Policy 1.2:	Goals	Policy 3.5:	Excursions
Policy 2.1:	Respect for Children	Policy 3.7:	Physical Activity
Policy 2.11:	Including Children with Special/Additional Needs	Policy 3.9:	Creativity and Expressive Arts
Policy 3.1:	Educational Program Planning	Policy 3.10:	Observational Recording
Policy 3.2:	Program and Documentation Evaluation	Policy 8.1:	Role and Expectations of Educators
		Policy 8.2:	Educational Leader

Policy 8.10: Employee Orientation and Induction

**1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning**

Policy 1.1:	Philosophy Statement	Policy 3.8:	Extra Curricula Activities
Policy 1.2:	Goals	Policy 3.9:	Creativity and Expressive Arts
Policy 2.1:	Respect for Children	Policy 3.10:	Observational Recording
Policy 2.11:	Including Children with Special/Additional Needs	Policy 5.2:	Food and Nutrition
Policy 3.1:	Educational Program Planning	Policy 6.2:	Provision of Resources and Equipment
Policy 3.2:	Program and Documentation Evaluation	Policy 8.1:	Role and Expectations of Educators
Policy 3.3:	Educator's Practices	Policy 8.2:	Educational Leader
Policy 3.5:	Excursions	Policy 8.10:	Employee Orientation and Induction
Policy 3.7:	Physical Activity	Policy 10.12:	Information Technology

**1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program**

Policy 1.1:	Philosophy Statement	Policy 3.7:	Physical Activity
Policy 1.2:	Goals	Policy 3.10:	Observational Recording
Policy 2.1:	Respect for Children	Policy 8.1:	Role and Expectations of Educators
Policy 2.11:	Including Children with Special/Additional Needs	Policy 8.2:	Educational Leader
Policy 3.1:	Educational Program Planning	Policy 8.10:	Employee Orientation and Induction
Policy 3.2:	Program and Documentation Evaluation	Policy 10.8:	Information Handling (Privacy and Confidentiality)
Policy 3.3:	Educator's Practices		
Policy 3.5:	Excursions		

## 2.1 Each child's health is promoted

### 2.1.1 Each child's health is promoted

Policy 1.1:	Philosophy Statement	Policy 4.9:	Toileting
Policy 1.2:	Goals	Policy 4.10:	Anaphylaxis Management
Policy 2.1:	Respect for Children	Policy 4.11:	Emergency Health and Medical Procedure Management
Policy 2.3:	Educator Ratios	Policy 4.12:	Non Smoking
Policy 2.6:	Behaviour Support and Management	Policy 4.13:	First Aid Waste Management
Policy 2.7:	Exclusions for Behavioural Reasons	Policy 4.14:	Infectious Diseases Response Strategy
Policy 2.8:	Anti-Bullying	Policy 4.15:	Asthma
Policy 2.11:	Including Children with Special/Additional Needs	Policy 5.1:	Food Handling and Storage
Policy 3.2:	Program and Documentation Evaluation	Policy 5.2:	Food and Nutrition
Policy 3.3:	Educator's Practices	Policy 8.1:	Role and Expectations of Educators
Policy 3.5:	Excursions	Policy 8.10:	Employee Orientation and Induction
Policy 3.7:	Physical Activity	Policy 8.16:	Employee Immunisation
Policy 4.1:	General Health and Safety	Policy 9.2:	Enrolment
Policy 4.5:	Illness and Injury	Policy 9.3:	Communication with Families
Policy 4.6:	Medication	Policy 10.8:	Information Handling (Privacy and Confidentiality)
Policy 4.8:	Sun Safety		

### 2.1.2 Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation

Policy 1.1:	Philosophy Statement	Policy 2.11:	Including Children with Special/Additional Needs
Policy 1.2:	Goals	Policy 3.1:	Educational Program Planning
Policy 2.1:	Respect for Children		



Policy 3.2:	Program and Documentation Evaluation	Policy 6.1	Space and Facilities Requirement
Policy 3.3	Educator's Practices	Policy 6.5:	Use and Maintenance of Air Conditioning
Policy 3.5:	Excursions	Policy 8.1	Role and Expectations of Educators
Policy 4.4:	Preventative Health and Wellbeing	Policy 8.10	Employee Orientation and Induction
Policy 4.5:	Illness and Injury		

### 2.1.3 Effective hygiene practices are promoted and implemented

Policy 1.1:	Philosophy Statement	Policy 4.13:	First Aid Waste Management
Policy 1.2:	Goals	Policy 4.14:	Infectious Diseases Response Strategy
Policy 3.1:	Educational Program Planning	Policy 5.1:	Food Handling and Storage
Policy 3.2:	Program and Documentation Evaluation	Policy 5.2:	Food and Nutrition
Policy 3.3:	Educator's Practice	Policy 5.3:	Food Act Compliance
Policy 4.1:	General Health and Safety	Policy 5.4:	Food Audit
Policy 4.2:	Infectious Diseases	Policy 5.5:	Cleaning and Sanitising
Policy 4.3:	Hygiene	Policy 8.1	Role and Expectations of Educators
Policy 4.4:	Preventative Health and Wellbeing	Policy 8.10	Employee Orientation and Induction
Policy 4.7:	Keeping of Animals		
Policy 4.9:	Toileting		

### 2.1.4 Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines

Policy 1.1:	Philosophy Statement	Policy 4.6	Medication
Policy 1.2:	Goals	Policy 4.7:	Keeping of Animals
Policy 3.3:	Educator's Practice	Policy 4.10:	Anaphylaxis Management
Policy 4.1:	General Health and Safety	Policy 4.11	Emergency Health and Medical Procedure Management
Policy 4.2:	Infectious Diseases	Policy 4.13	First Aid Waste Management
Policy 4.3:	Hygiene	Policy 4.14:	Infectious Diseases Response Strategy
Policy 4.4:	Preventative Health and Wellbeing	Policy 4.15	Asthma
Policy 4.5:	Illness and Injury		

Policy 5.1:	Food Handling and Storage	Policy 8.10	Employee Orientation and Induction
Policy 5.2:	Food and Nutrition	Policy 8.16	Employee Immunisation
Policy 5.5:	Cleaning and Sanitising	Policy 9.3:	Communication with Families
Policy 8.1	Role and Expectations of Educators	Policy 10.9:	Risk Management and Compliance

## 2.2 Healthy eating and physical activity are embedded in the program for children

### 2.2.1 Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child

Policy 1.1:	Philosophy Statement	Policy 5.1:	Food Handling and Storage
Policy 1.2:	Goals	Policy 5.2:	Food and Nutrition
Policy 2.11:	Including Children with Special/Additional Needs	Policy 5.3:	Food Act Compliance
Policy 3.1:	Educational Program Planning	Policy 5.4:	Food Audit
Policy 3.2:	Program and Documentation Evaluation	Policy 8.1	Role and Expectations of Educators
Policy 3.3:	Educator's Practices	Policy 8.10	Employee Orientation and Induction
Policy 4.1:	General Health and Safety	Policy 9.2:	Enrolment
Policy 4.3:	Hygiene	Policy 9.3:	Communication with Families
Policy 4.10:	Anaphylaxis Management	Policy 10.13	Purchasing

### 2.2.2 Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child

Policy 1.1:	Philosophy Statement	Policy 4.8:	Sun Safety
Policy 1.2:	Goals	Policy 4.15	Asthma
Policy 2.3	Educator Ratios	Policy 6.2	Provision of Resources and Equipment
Policy 2.9	Inclusion and Anti-Bias	Policy 8.1	Role and Expectations of Educators
Policy 2.11	Including Children with Special/Additional Needs	Policy 8.2:	Educational Leader
Policy 3.1:	Educational Program Planning	Policy 8.10	Employee Orientation and Induction
Policy 3.2	Program and Documentation Evaluation	Policy 9.3:	Communication with Families
Policy 3.3:	Educator's Practice	Policy 9.6	Parent and Community Participation
Policy 3.7:	Physical Activity		
Policy 3.10:	Observation Recording		

Policy 10.9: Risk Management and Compliance

## 2.3 Each child is protected

### 2.3.1 Children are adequately supervised at all times

Policy 1.1:	Philosophy Statement	Policy 3.8:	Extra Curricula Activities
Policy 1.2:	Goals	Policy 3.9:	Creativity and Expressive Arts
Policy 2.2:	Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm	Policy 3.11:	Escorting Children
Policy 2.3:	Staffing Ratios	Policy 4.1:	General Health and Safety
Policy 2.4:	Arrivals and Departures of Children	Policy 4.7:	Keeping of Animals
Policy 2.6:	Behaviour Support and Management	Policy 4.9:	Toileting
Policy 2.8:	Anti-Bullying	Policy 4.16:	Vehicle Restraint
Policy 2.11:	Including Children with Special/Additional Needs	Policy 5.2:	Food and Nutrition
Policy 3.2:	Program and Documentation Evaluation	Policy 6.4:	Shared Facilities
Policy 3.3:	Educator's Practices	Policy 7.1:	Emergency Equipment and Facilities
Policy 3.4:	Homework	Policy 7.2:	Drills and Evacuations
Policy 3.5:	Excursions	Policy 7.3:	Harassment and LockDown
Policy 3.6:	Transport for Excursions	Policy 8.1:	Role and Expectations of Educators
Policy 3.7:	Physical Activity	Policy 8.10:	Employee Orientation and Induction
		Policy 10.9:	Risk Management and Compliance

### 2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury

		Policy 2.5:	Reporting of Child Abuse
Policy 1.1:	Philosophy Statement		
Policy 1.2:	Goals		
Policy 2.2:	Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm	Policy 2.6:	Behaviour Support and Management
		Policy 2.7:	Exclusions for Behavioural Reasons
Policy 2.3:	Staffing Ratios	Policy 2.8:	Anti-Bullying
Policy 2.4:	Arrivals and Departures of Children	Policy 2.11:	Including Children with Special/Additional Needs

Policy 2.12:	Managing duty of Care for Non-attending Children	Policy 6.4	Shared Facilities
Policy 3.3:	Educator's Practices	Policy 6.6:	Management of Poisonous Plants and Fungi
Policy 3.5:	Excursions	Policy 7.1:	Emergency Equipment and Facilities
Policy 3.6:	Transport for Excursions	Policy 7.2:	Drills and Evacuations
Policy 3.7:	Physical Activity	Policy 7.3:	Harassment and LockDown
Policy 3.9	Creativity and Expressive Arts	Policy 7.4:	Fire Safety Compliance
Policy 3.11:	Escorting Children	Policy 8.1	Role and Expectations of Educators
Policy 4.1:	General Health and Safety	Policy 8.10	Employee Orientation and Induction
Policy 4.7:	Keeping of Animals	Policy 9.7	Management of Intoxicated or Persons Under the Influence
Policy 4.8:	Sun Safety	Policy 10.7	Insuring Risks
Policy 4.9:	Toileting	Policy 10.9:	Risk Management and Compliance
Policy 4.10:	Anaphylaxis Management	Policy 10.18	Court Orders and the Release of Children in Care
Policy 4.15:	Asthma		
Policy 4.16:	Vehicle Restraint		
Policy 5.1:	Food Handling and Storage		
Policy 5.2:	Food and Nutrition		
Policy 6.2:	Provision of Resources and Equipment		
Policy 6.3:	Workplace Health and Safety		

**2.3.3 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented**

Policy 1.1:	Philosophy Statement	Policy 4.10:	Anaphylaxis Management
Policy 1.2:	Goals	Policy 4.11:	Emergency Health and Medical Procedure Management
Policy 2.2:	Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm	Policy 4.15:	Asthma
Policy 2.3:	Staffing Ratios	Policy 6.3:	Workplace Health and Safety
Policy 2.6:	Behaviour Support and Management	Policy 7.1:	Emergency Equipment and Facilities
Policy 2.12:	Managing Duty of Care for Non-Attending Children	Policy 7.2:	Drills and Evacuations
Policy 3.3:	Educator's Practices	Policy 7.3:	Harassment and LockDown
Policy 3.5:	Excursions	Policy 8.1	Role and Expectations of Educators
Policy 3.6:	Transport for Excursions	Policy 8.10	Employee Orientation and Induction
Policy 4.1:	General Health and Safety	Policy 9.6	Parent and Community Participation
Policy 4.5:	Illness and Injury		
Policy 4.6	Medication		

Policy 10.8 Information Handling (Privacy and Confidentiality)

Policy 10.9 Risk Management and Compliance

**2.3.4 Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect**

Policy 1.1: Philosophy Statement  
Policy 1.2: Goals  
Policy 2.1: Respect for Children  
Policy 2.2: Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm  
Policy 2.5: Reporting of Child Abuse  
Policy 2.6: Behaviour Support and Management  
Policy 2.8: Anti-Bullying  
Policy 2.10: Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm

Policy 3.3: Educator's Practices  
Policy 3.10: Observational Recording  
Policy 8.1: Role and Expectations of Educators  
Policy 8.4: Educator Professional Development and Learning  
Policy 8.10: Employee Orientation and Induction  
Policy 9.2: Enrolment  
Policy 10.8: Information Handling (Privacy and Confidentiality)  
Policy 10.9: Risk Management and Compliance

## Quality Area

3:

## Physical Environment

### 3.1 The design and location of the premises is appropriate for the operation of a service

**3.1.1 Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose**

Policy 1.1: Philosophy Statement  
Policy 1.2: Goals  
Policy 3.1: Educational Program Planning  
Policy 3.2: Program and Documentation Evaluation  
Policy 3.3: Educator's Practices

Policy 3.4: Homework  
Policy 3.7: Physical Activity  
Policy 3.9: Creativity and Expressive Arts  
Policy 4.1: General Health and Safety  
Policy 4.7: Keeping of Animals

Policy 4.8:	Sun Safety	Policy 8.1	Role and Expectations of Educators
Policy 6.1:	Space and Facilities Requirement	Policy 8.10	Employee Orientation and Induction
Policy 6.2:	Provision of resources and Equipment	Policy 10.13:	Purchasing
Policy 6.3	Workplace Health and Safety	Policy 10.15:	Asset Management
		Policy 10.17:	Strategic Planning

### 3.1.2 Premises, furniture and equipment are safe, clean and well maintained

Policy 1.1:	Philosophy Statement	Policy 5.3:	Food act Compliance
Policy 1.2:	Goals	Policy 5.4	Food Audit
Policy 3.2:	Program and Documentation Evaluation	Policy 5.5:	Cleaning and sanitizing
Policy 3.3:	Educator's Practices	Policy 6.3:	Workplace Health and Safety
Policy 3.7:	Physical Activity	Policy 6.5:	Use and maintenance of air conditioning
Policy 3.9:	Creativity and Expressive Arts	Policy 7.1	Emergency Equipment and Facilities
Policy 4.1:	General Health and Safety	Policy 8.1	Role and Expectations of Educators
Policy 4.4:	Preventative Health and Wellbeing	Policy 8.10	Employee Orientation and Induction
Policy 4.12:	Non Smoking	Policy 10.15:	Asset Management
Policy 5.1:	Food Handling and Storage		

### 3.1.3 Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space

Policy 1.1:	Philosophy Statement	Policy 3.7:	Physical Activity
Policy 1.2:	Goals	Policy 3.9:	Creativity and Expressive Arts
Policy 2.3	Educator Ratios	Policy 6.1:	Space and Facilities Requirement
Policy 2.9	Inclusion and Anti-Bias	Policy 6.2:	Provision of Resources and Equipment
Policy 2.11	Including Children with Special/Additional Needs	Policy 6.4	Shared Facilities
Policy 3.1:	Educational Program Planning	Policy 8.1	Role and Expectations of Educators
Policy 3.2:	Program and Documentation Evaluation	Policy 8.2	Educational Leader
Policy 3.3:	Educator's Practices	Policy 8.10	Employee Orientation and Induction
Policy 3.4	Homework		

## 3.2 The environment is inclusive, promotes competence, independent exploration and learning through play

### 3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments

Policy 1.1:	Philosophy Statement	Policy 3.10:	Observational Recording
Policy 1.2:	Goals	Policy 4.1:	General Health and Safety
Policy 2.3:	Educator Ratios	Policy 6.1:	Space and Facilities Requirement
Policy 2.9:	Inclusion and Anti-Bias	Policy 6.2:	Provision of Resources and Equipment
Policy 2.11:	Including Children with Special/Additional Needs	Policy 6.3:	Workplace Health and Safety
Policy 3.1:	Educational Program Planning	Policy 6.4:	Shared Facilities
Policy 3.2:	Program and Documentation Evaluation	Policy 8.1:	Role and Expectations of Educators
Policy 3.3:	Educator's Practices	Policy 8.2:	Educational Leader
Policy 3.7:	Physical Activity	Policy 8.10:	Employee Orientation and Induction
Policy 3.9:	Creativity and Expressive Arts		

### 3.2.2 Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses

Policy 1.1:	Philosophy Statement	Policy 6.2:	Provision of Resources and Equipment
Policy 1.2:	Goals	Policy 8.1:	Role and Expectations of Educators
Policy 2.11:	Including Children with Special/Additional Needs	Policy 8.2:	Educational Leader
Policy 3.1:	Educational Program Planning	Policy 8.10:	Employee Orientation and Induction
Policy 3.2:	Program and Documentation Evaluation	Policy 10.3:	Budgeting and Planning
Policy 3.3:	Educator's Practices	Policy 10.12:	Information Technology
Policy 3.7:	Physical Activity	Policy 10.13:	Purchasing
Policy 3.9:	Creativity and Expressive Arts	Policy 10.15:	Asset Management
Policy 3.10:	Observational Recording	Policy 10.17:	Strategic Planning

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### 3.3 The service takes an active role in caring for its environment and contributes to a sustainable future

#### 3.3.1 Sustainable practices are embedded in service operations

Policy 1.1	Philosophy Statement	Policy 5.1	Food Handling and Storage
Policy 1.2	Goals	Policy 6.2	Provision of Resources and Equipment
Policy 3.1	Educational Program Planning	Policy 8.1	Role and Expectations of Educators
Policy 3.2	Program and Documentation Evaluation	Policy 8.2	Educational Leader
Policy 3.3	Educator's Practices	Policy 8.10	Employee Orientation and Induction
Policy 3.9	Creativity and Expressive Arts		
Policy 3.10	Observational Recording		

#### 3.3.2 Children are supported to become environmentally responsible and show respect for the environment

Policy 1.1	Philosophy Statement	Policy 3.9	Creativity and Expressive Arts
Policy 1.2	Goals	Policy 6.2	Provision of Resources and Equipment
Policy 2.3	Educator Ratios	Policy 8.1	Role and Expectations of Educators
Policy 3.1	Educational Program Planning	Policy 8.2	Educational Leader
Policy 3.2	Program and Documentation Evaluation	Policy 8.10	Employee Orientation and Induction
Policy 3.3	Educators Practice	Policy 10.17	Strategic Planning



## 4.1 Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing

### 4.1.1 Educator-to-child ratios and qualification requirements are maintained at all times

Policy 1.1:	Philosophy Statement	Policy 3.11:	Escorting Children
Policy 1.2:	Goals	Policy 4.1:	General Health and Safety
Policy 2.3:	Educator Ratios	Policy 4.9:	Toileting
Policy 2.4:	Arrivals and departures of Children	Policy 8.1:	Role and Expectations of Educators
Policy 2.6:	Behaviour Support and Management	Policy 8.3:	Recruitment and Employment of Educators
Policy 2.11:	Including Children with Special/Additional Needs	Policy 8.4:	Educator Professional Development and Learning
Policy 2.12:	Managing Duty of Care - Non-Attending Children	Policy 8.5:	Volunteers
Policy 2.14:	Booking and Cancellation	Policy 8.10:	Educator Orientation and Induction
Policy 3.1:	Educational Program Planning	Policy 8.11:	Employee Leave
Policy 3.3:	Educator’s Practices	Policy 8.12:	Employee Qualifications – Monitoring Progress
Policy 3.4:	Homework	Policy 8.13:	Employee Health
Policy 3.5:	Excursions	Policy 9.2:	Enrolment
Policy 3.6:	Transport for excursions	Policy 9.3:	Communication with Families
Policy 3.7:	Physical Activity	Policy 10.1:	Quality Compliance
Policy 3.8:	Extra Curricular Activities	Policy 10.9:	Risk Management and Compliance
Policy 3.9:	Creativity and Expressive Arts		

## 4.2 Educators, co-ordinators and staff members are respectful and ethical

### 4.2.1 Professional standards guide practice, interactions and relationships

Policy 1.1:	Philosophy Statement	Policy 4.11	Emergency Health and Medical Procedure Management
Policy 1.2:	Goals		
Policy 2.1	Respect for Children	Policy 4.13	First Aid Waste Management
Policy 2.2	Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm	Policy 4.15	Asthma
		Policy 5.1:	Food Handling and Storage
		Policy 5.2	Food and Nutrition
Policy 2.3:	Educator Ratios	Policy 5.5	Cleaning and Sanitising
Policy 2.4	Arrivals and Departures of Children	Policy 6.3	Workplace Health and Safety
Policy 2.5	Reporting of Child Abuse	Policy 7.2	Drills and Evacuations
Policy 2.6:	Behaviour Support and Management	Policy 7.3	Harassment and Lock Down
Policy 2.7	Exclusion for Behavioural Reasons	Policy 8.1:	Role and Expectations of Educators
Policy 2.8:	Anti-Bullying	Policy 8.2	Educational Leader
Policy 2.9:	Inclusion/Anti-Bias	Policy 8.3:	Recruitment and Employment of Educators
Policy 2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 8.4	Educator Professional Development and Learning
		Policy 8.5:	Volunteers
Policy 2.11:	Including Children with Special/Additional Needs	Policy 8.6	Employee and Volunteer Grievance
Policy 2.13	Use of Photographic and Video Images of Children	Policy 8.7:	Workplace Harassment and Bullying
		Policy 8.8:	Performance Monitoring, Review and Management
Policy 3.2:	Program and Documentation Evaluation	Policy 8.9:	Educator code of conduct
Policy 3.3:	Educator's Practices	Policy 8.10:	Educator Orientation and Induction
Policy 3.9:	Creativity and Expressive Arts		
Policy 3.10	Observational Recording	Policy 8.15	Children of Employees
Policy 4.2	Infectious Diseases	Policy 8.16	Employee Immunisation
Policy 4.3	Hygiene	Policy 9.1	Access
Policy 4.4	Preventative Health and Wellbeing	Policy 9.2	Enrolment
Policy 4.6	Medication	Policy 9.3	Communication with Families
Policy 4.8	Sun Safety	Policy 9.5	Complaints Handling
Policy 4.9	Children's Toileting	Policy 9.6	Parent and Community Participation
Policy 4.10	Anaphylaxis Management	Policy 9.7	Management of Intoxicated or Persons Under the Influence

Policy 10.6	Supervisor Certificate	Policy 10.9	Risk Management and Compliance
Policy 10.7	Insuring Risks	Policy 10.12	Information Technology
Policy 10.8	Information Handling (Privacy and Confidentiality)	Policy 10.18	Court Orders and the Release of Children in Care

**4.2.2 Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships**

Policy 1.1:	Philosophy Statement	Policy 8.6	Employee and Volunteer Grievance
Policy 1.2:	Goals	Policy 8.7	Workplace Harassment and Bullying
Policy 2.9	Inclusion and Anti-Bias	Policy 8.9	Employee Code of Conduct
Policy 3.2:	Program and Documentation Evaluation	Policy 8.8:	Performance Monitoring, Review and Management
Policy 3.3:	Educator's Practices	Policy 8.10	Employee Orientation and Induction
Policy 8.1:	Role and Expectations of Educators	Policy 9.5	Complaints Handling
Policy 8.2	Educational Leader		
Policy 8.4	Educator Professional Development and Learning		

**4.2.3 Interactions convey mutual respect, equity and recognition of each other's strengths and skills**

Policy 1.1:	Philosophy Statement	Policy 8.7	Workplace Harassment and Bullying
Policy 1.2:	Goals	Policy 8.8:	Performance Monitoring, Review and Management
Policy 2.9:	Inclusion/Anti-Bias	Policy 8.9	Employee Code of Conduct
Policy 3.3:	Educator's Practices	Policy 8.10	Employee Orientation and Induction
Policy 8.1	Role and Expectations of Educators	Policy 9.5	Complaints Handling
Policy 8.2:	Educational Leader		
Policy 8.6:	Employee Grievance		

**5.1 Respectful and equitable relationships are developed and maintained with each child**

**5.1.1 Interactions with each child are warm, responsive and build trusting relationships**

Policy 1.1	Philosophy Statement	Policy 3.3	Educator's Practices
Policy 1.2	Goals	Policy 3.7	Physical Activity
Policy 2.1	Respect for Children	Policy 8.1	Role and Expectations of Educators
Policy 2.6	Behaviour Support and Management	Policy 8.10	Employee Orientation and Induction
Policy 2.9	Inclusion and Anti-Bias	Policy 8.15	Children of Employees
Policy 2.11	Including Children with Special/Additional Needs		

**5.1.2 Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning**

Policy 1.1	Philosophy Statement	Policy 3.1	Educational Program Planning
Policy 1.2	Goals	Policy 3.3	Educators Practice
Policy 2.1	Respect for Children	Policy 3.4	Homework
Policy 2.3	Educator Ratios	Policy 3.7	Physical Activity
Policy 2.6	Behaviour Support and Management	Policy 8.1	Role and Expectations of Educators
Policy 2.9	Inclusion and Anti-Bias	Policy 8.10	Employee Orientation and Induction
Policy 2.11	Including Children with Special/Additional Needs	Policy 8.15	Children of Employees

### 5.1.3 Each child is supported to feel secure, confident and included

Policy 1.1	Philosophy Statement	Policy 3.1	Educational Program Planning
Policy 1.2	Goals	Policy 3.2	Program and Documentation Evaluation
Policy 2.1	Respect for Children	Policy 3.3	Educators Practice
Policy 2.3	Educator Ratios	Policy 3.4	Homework
Policy 2.5	Reporting of Child Abuse	Policy 3.7	Physical Activity
Policy 2.6	Behaviour Support and Management	Policy 8.1	Role and Expectations of Educators
Policy 2.8	Anti-Bullying	Policy 8.10	Employee Orientation and Induction
Policy 2.9	Inclusion and Anti-Bias	Policy 8.15	Children of Employees

## 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults

### 5.2.1 Every child is supported to work with, learn from and help others through collaborative learning opportunities

Policy 1.1	Philosophy Statement	Policy 3.3	Educators Practice
Policy 1.2	Goals	Policy 3.4	Homework
Policy 2.1	Respect for Children	Policy 3.7	Physical Activity
Policy 2.6	Behaviour Support and Management	Policy 8.1	Role and Expectations of Educators
Policy 2.8	Anti-Bullying	Policy 8.2	Educational Leader
Policy 2.9	Inclusion and Anti-Bias	Policy 8.10	Employee Orientation and Induction
Policy 2.11	Including Children with Special/Additional Needs	Policy 8.15	Children of Employees
Policy 3.1	Educational Program Planning	Policy 10.12	Information Technology
Policy 3.2	Program and Documentation Evaluation		

**5.2.2 Every child is supported to manage their own behavior, respond appropriately to the behavior of others and communicate effectively to resolve conflicts**

Policy 1.1	Philosophy Statement	Policy 2.11	Including Children with Special/Additional Needs
Policy 1.2	Goals	Policy 3.3	Educators Practice
Policy 2.1	Respect for Children	Policy 3.7	Physical Activity
Policy 2.6	Behaviour Support and Management	Policy 3.10	Observational Recording
Policy 2.7	Exclusion for Behavioural Reasons	Policy 8.1	Role and Expectations of Educators
Policy 2.8	Anti-Bullying	Policy 8.10	Employee Orientation and Induction
Policy 2.9	Inclusion and Anti-Bias	Policy 8.15	Children of Employees

**5.2.3 The dignity and rights of every child are maintained at all times**

Policy 1.1	Philosophy Statement	Policy 2.13	Use of Photographic and Video Images of Children
Policy 1.2	Goals	Policy 3.1	Educational Program Planning
Policy 2.1	Respect for Children	Policy 3.3	Educators Practice
Policy 2.5	Reporting of Child Abuse	Policy 3.4	Homework
Policy 2.6	Behaviour Support and Management	Policy 3.7	Physical Activity
Policy 2.7	Exclusion for Behavioural Reasons	Policy 3.10	Observational Recording
Policy 2.8	Anti-Bullying	Policy 4.9	Children's Toileting
Policy 2.9	Inclusion and Anti-Bias	Policy 8.1	Role and Expectations of Educators
Policy 2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 8.2	Educational Leader
Policy 2.11	Including Children with Special/Additional Needs	Policy 8.10	Employee Orientation and Induction
		Policy 8.15	Children of Employees

**Quality Area  
6:**

**Collaborative Partnerships with Families and Communities**

**6.1 Respectful and supportive relationships with families are developed and maintained**

**6.1.1 There is an effective enrolment and orientation process for families**

Policy 1.1	Philosophy Statement	Policy 4.4	Preventative Health and Wellbeing
Policy 1.2	Goals	Policy 4.6	Medication
Policy 2.4	Arrivals and Departures of Children	Policy 4.8	Sun Safety
Policy 2.6	Behaviour Support and Management	Policy 4.9	Children's Toileting
Policy 2.7	Exclusion for Behavioural Reasons	Policy 4.10	Anaphylaxis Management
Policy 2.8	Anti-Bullying	Policy 4.11	Emergency Health and Medical Procedure Management
Policy 2.9	Inclusion and Anti-Bias	Policy 4.15	Asthma
Policy 2.11	Including Children with Special/Additional Needs	Policy 4.16	Vehicle Restraint
		Policy 5.1	Food Handling and Storage
		Policy 5.2	Food and Nutrition
		Policy 9.1	Access
		Policy 9.2	Enrolment
Policy 2.13	Use of Photographic and Video Images of Children	Policy 9.3	Communication with Families
Policy 2.14	Bookings and Cancellations	Policy 9.5	Complaints Handling
Policy 3.2	Program and Documentation Evaluation	Policy 9.6	Parent and Community Participation
Policy 3.3	Educators Practice	Policy 9.8	Parent Conduct
Policy 3.8	Extra - Curricular Activities	Policy 10.4	Fees
Policy 3.11	Escorting Children	Policy 10.8	Information Handling (Privacy and Confidentiality)
Policy 4.1	General Health and Safety	Policy 10.18	Court Orders and the Release of Children in Care

**6.1.2 Families have opportunities to be involved in the service and contribute to service decisions**

Policy 1.1	Philosophy Statement	Policy 2.11	Including Children with Special/Additional Needs
Policy 1.2	Goals		

Policy 2.13	Use of Photographic and Video Images of Children	Policy 9.2	Enrolment
Policy 3.1	Educational Program Planning	Policy 9.3	Communication with Families
Policy 3.2	Program and Documentation Evaluation	Policy 9.6	Parent and Community Participation
Policy 3.3	Educators Practice	Policy 10.3	Budgeting and Planning
Policy 3.5	Excursions	Policy 10.4	Fees
Policy 4.7	Keeping of Animals	Policy 10.11	Management Code of Conduct
Policy 5.2	Food and Nutrition	Policy 10.12	Information Technology
Policy 6.2	Provision of Resources and Equipment	Policy 10.13	Purchasing
Policy 8.2	Educational Leader	Policy 10.17	Strategic Planning
Policy 8.10	Employee Orientation and Induction	Policy 10.19	Policy Development, Sourcing and Review

### 6.1.3 Current information about the service is available to families

Policy 1.1	Philosophy Statement	Policy 4.14	Infectious Diseases Response Strategy
Policy 1.2	Goals	Policy 4.15	Asthma
Policy 2.3	Educator Ratios	Policy 5.2	Food and Nutrition
Policy 2.4	Arrivals and Departures of Children	Policy 6.1	Space and Facilities Requirement
Policy 2.6	Behaviour Support and Management	Policy 8.2	Educational Leader
Policy 2.8	Anti-Bullying	Policy 9.1	Access
Policy 2.11	Including Children with Special/Additional Needs	Policy 9.2	Enrolment
Policy 2.12	Managing Duty of Care - Non-Attending Children	Policy 9.3	Communication with Families
Policy 2.14	Booking and Cancellation	Policy 9.5	Complaints Handling
Policy 3.1	Educational Program Planning	Policy 10.4	Fees
Policy 3.2	Program and Documentation Evaluation	Policy 10.8	Information Handling (Privacy and Confidentiality)
Policy 4.2	Infectious Diseases	Policy 10.10	Managing Compliance within the Service
Policy 4.8	Sun Safety	Policy 10.18	Court Orders and the Release of Children in Care



## 6.2 Families are supported in their parenting role and their values and beliefs about child rearing are respected

### 6.2.1 The expertise of families is recognised and they share in decision making about their child's learning and wellbeing

Policy 1.1	Philosophy Statement	Policy 4.7	Keeping of Animals
Policy 1.2	Goals	Policy 4.8	Sun Safety
Policy 2.6	Behaviour Support and Management	Policy 4.10	Anaphylaxis Management
Policy 2.8	Anti-Bullying	Policy 4.11	Emergency Health and Medical Procedure Management
Policy 2.11	Including Children with Special/Additional Needs	Policy 4.15	Asthma
Policy 2.13	Use of Photographic and Video Images of Children	Policy 5.2	Food and Nutrition
Policy 3.1	Educational Program Planning	Policy 8.1	Role and Expectations of Educators
Policy 3.2	Program and Documentation Evaluation	Policy 8.2	Educational Leader
Policy 3.3	Educator's Practices	Policy 8.10	Employee Orientation and Induction
Policy 3.4	Homework	Policy 9.2	Enrolment
Policy 3.7	Physical Activity	Policy 9.3	Communication with Families
Policy 3.8	Extra - Curricular Activities	Policy 9.6	Parent and Community Participation
Policy 3.11	Escorting Children	Policy 10.8	Information Handling (Privacy and Confidentiality)
Policy 4.5	Illness and Injury	Policy 10.12	Information Technology
Policy 4.6	Medication		

### 6.2.2 Current information is available to families about community services and resources to support parenting and family wellbeing

Policy 1.1	Philosophy Statement	Policy 2.11	Including Children with Special/Additional Needs
Policy 1.2	Goals	Policy 4.1	General Health and Safety
Policy 2.6	Behaviour Support and Management	Policy 9.3	Communication with Families
Policy 2.8	Anti-Bullying	Policy 9.6	Parent and Community Participation
Policy 2.9	Inclusion and Anti-Bias		
Policy 2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 10.18	Court Orders and the Release of Children in Care

## 6.3 The service collaborates with other organizations and service providers to enhance children’s learning and wellbeing

### 6.3.1 Links with relevant community and support agencies are established and maintained

Policy 1.1	Philosophy Statement	Policy 3.3	Educator’s Practices
Policy 1.2	Goals	Policy 8.2	Educational Leader
Policy 2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 9.1	Access
		Policy 9.6	Parent and Community Participation
Policy 2.11	Including Children with Special/Additional Needs		

### 6.3.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities

Policy 1.1	Philosophy Statement	Policy 3.4	Homework
Policy 1.2	Goals	Policy 3.8	Extra - Curricular Activities
Policy 2.4	Arrivals and Departures of Children	Policy 3.10	Observational Recording
		Policy 4.6	Medication
Policy 2.6	Behaviour Support and Management	Policy 5.2	Food and Nutrition
Policy 2.8	Anti-Bullying	Policy 8.1	Role and Expectations of Educators
Policy 2.11	Including Children with Special/Additional Needs	Policy 8.2	Educational Leader
Policy 2.12	Managing Duty of Care - Non-Attending Children	Policy 8.10	Employee Orientation and Induction
Policy 3.1	Educational Program Planning	Policy 9.2	Enrolment
Policy 3.2	Program and Documentation Evaluation	Policy 9.3	Communication with Families
Policy 3.3	Educators Practice	Policy 10.8	Information Handling (Privacy and Confidentiality)

### 6.3.3 Access to inclusion and support assistance is facilitated

Policy 1.1	Philosophy Statement	Policy 4.1	General Health and Safety
Policy 1.2	Goals	Policy 4.9	Children's Toileting
Policy 2.3	Educator Ratios	Policy 6.1	Space and Facilities Requirement
Policy 2.6	Behaviour Support and Management	Policy 8.2	Educational Leader
Policy 2.9	Inclusion and Anti-Bias	Policy 9.1	Access
Policy 2.11	Including Children with Special/Additional Needs	Policy 9.2	Enrolment
Policy 3.1	Educational Program Planning	Policy 9.3	Communication with Families
Policy 3.2	Program and Documentation Evaluation	Policy 9.6	Parent and Community Participation
Policy 3.7	Physical Activity	Policy 10.8	Information Handling (Privacy and Confidentiality)
Policy 3.8	Extra - Curricular Activities		

### 6.3.4 The service builds relationships and engages with the local community

Policy 1.1	Philosophy Statement	Policy 3.3	Educators Practice
Policy 1.2	Goals	Policy 8.1	Role and Expectations of Educators
Policy 2.11	Including Children with Special/Additional Needs	Policy 8.2	Educational Leader
Policy 3.1	Educational Program Planning	Policy 9.4	Communication with Community
Policy 3.2	Program and Documentation Evaluation	Policy 9.6	Parent and Community Participation

## 7.1 Effective Leadership promotes a positive organisational culture and builds a professional learning community

### 7.1.1 Appropriate governance arrangements are in place to manage the service

Policy 1.1	Philosophy Statement	Policy 7.2	Drills and Evacuations
Policy 1.2	Goals	Policy 7.3	Harassment and Lock Down
Policy 2.1	Respect for Children	Policy 7.4	Fire Safety Compliance
Policy 2.2	Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm	Policy 8.1	Role and Expectations of Educators
Policy 2.3	Educator Ratios	Policy 8.2	Educational Leader
Policy 2.4	Arrivals and Departures of Children	Policy 8.3	Recruitment and Employment of Educators
Policy 2.5	Reporting of Child Abuse	Policy 8.5	Volunteers
Policy 2.7	Exclusion for Behavioural Reasons	Policy 8.6	Employee and Volunteer Grievance
Policy 2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 8.7	Workplace Harassment and Bullying
Policy 2.11	Including Children with Special/Additional Needs	Policy 8.8	Employee Performance Monitoring, Review and Management
Policy 3.5	Excursions	Policy 8.10	Employee Orientation and Induction
Policy 4.4	Preventative Health and Wellbeing	Policy 8.11	Employee Leave
Policy 4.12	Non Smoking	Policy 8.12	Employee Qualifications – Monitoring Progress
Policy 5.3	Food Act Compliance	Policy 9.1	Access
Policy 5.4	Food Audit	Policy 9.5	Complaints Handling
Policy 6.1	Space and Facilities Requirement	Policy 9.7	Management of Intoxicated or Persons Under the Influence
Policy 6.3	Workplace Health and Safety	Policy 9.8	Parent Conduct
Policy 6.4	Shared Facilities	Policy 10.1	Quality Compliance
Policy 6.6	Management of Poisonous Plants and Fungi	Policy 10.3	Budgeting and Planning
Policy 7.1	Emergency Equipment and Facilities	Policy 10.4	Fees
		Policy 10.5	Approval Requirements under Legislation

Policy 10.6	Supervisor Certificate	Policy 10.14	Record Back-up and Off-site Information Handling
Policy 10.7	Insuring Risks	Policy 10.18	Court Orders and the Release of Children in Care
Policy 10.8	Information Handling (Privacy and Confidentiality)	Policy 10.19	Policy Development, Sourcing and Review
Policy 10.10	Managing Compliance within the Service		
Policy 10.13	Purchasing		

**7.1.2 The induction of educators, co-ordinators and staff members, including relief educators, is comprehensive**

Policy 1.1	Philosophy Statement	Policy 3.9	Creativity and Expressive Arts
Policy 1.2	Goals	Policy 3.10	Observational Recording
Policy 2.1	Respect for Children	Policy 4.1	General Health and Safety
Policy 2.2	Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm	Policy 4.3	Hygiene
Policy 2.3	Educator Ratios	Policy 4.5	Illness and Injury
Policy 2.4	Arrivals and Departures of Children	Policy 4.6	Medication
Policy 2.5	Reporting of Child Abuse	Policy 4.8	Sun Safety
Policy 2.6	Behaviour Support and Management	Policy 4.9	Children's Toileting
Policy 2.7	Exclusion for Behavioural Reasons	Policy 4.10	Anaphylaxis Management
Policy 2.8	Anti-Bullying	Policy 4.11	Emergency Health and Medical Procedure Management
Policy 2.9	Inclusion and Anti-Bias	Policy 4.12	Non Smoking
Policy 2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 4.13	First Aid Waste Management
Policy 2.11	Including Children with Special/Additional Needs	Policy 4.15	Asthma
Policy 2.13	Use of Photographic and Video Images of Children	Policy 4.16	Vehicle Restraint
Policy 3.1	Educational Program Planning	Policy 5.1	Food Handling and Storage
Policy 3.2	Program and Documentation Evaluation	Policy 5.2	Food and Nutrition
Policy 3.3	Educators Practice	Policy 5.5	Cleaning and Sanitising
Policy 3.5	Excursions	Policy 6.3	Workplace Health and Safety
Policy 3.7	Physical Activity	Policy 6.4	Shared Facilities
		Policy 7.1	Emergency Equipment and Facilities
		Policy 7.2	Drills and Evacuations
		Policy 7.3	Harassment and Lock Down
		Policy 7.4	Fire Safety Compliance
		Policy 8.1	Role and Expectations of Educators
		Policy 8.2	Educational Leader

Policy 8.3	Recruitment and Employment of Educators	Policy 8.13	Employee Health
Policy 8.4	Educator Professional Development and Learning	Policy 8.15	Children of Employees
Policy 8.5	Volunteers	Policy 8.16	Employee Immunisation
Policy 8.6	Employee and Volunteer Grievance	Policy 9.5	Complaints Handling
Policy 8.7	Workplace Harassment and Bullying	Policy 9.7	Management of Intoxicated or Persons Under the Influence
Policy 8.8	Employee Performance Monitoring, Review and Management	Policy 10.1	Quality Compliance
Policy 8.9	Employee Code of Conduct	Policy 10.6	Supervisor Certificate
Policy 8.10	Employee Orientation and Induction	Policy 10.8	Information Handling (Privacy and Confidentiality)
Policy 8.11	Employee Leave	Policy 10.10	Managing Compliance within the Service
Policy 8.12	Employee Qualifications – Monitoring Progress	Policy 10.12	Information Technology
		Policy 10.16	Intellectual Property and Copyright
		Policy 10.18	Court Orders and the Release of Children in Care

**7.1.3 Every effort is made to promote continuity of educators and co-ordinators at the service**

Policy 1.1	Philosophy Statement	Policy 8.7	Workplace Harassment and Bullying
Policy 1.2	Goals	Policy 8.8	Employee Performance Monitoring, Review and Management
Policy 2.2	Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm	Policy 8.9	Employee Code of Conduct
Policy 2.3	Educator Ratios	Policy 8.10	Employee Orientation and Induction
Policy 2.9	Inclusion and Anti-Bias	Policy 8.11	Employee Leave
Policy 8.1	Role and Expectations of Educators	Policy 8.12	Employee Qualifications – Monitoring Progress
Policy 8.2	Educational Leader	Policy 8.13	Employee Health
Policy 8.3	Recruitment and Employment of Educators	Policy 9.5	Complaints Handling
Policy 8.4	Educator Professional Development and Learning	Policy 10.1	Quality Compliance
Policy 8.5	Volunteers	Policy 10.3	Budgeting and Planning
Policy 8.6	Employee and Volunteer Grievance	Policy 10.6	Supervisor Certificate
		Policy 10.10	Managing Compliance within the Service

**7.1.4 Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning**

Policy 1.1	Philosophy Statement	Policy 8.8	Employee Performance Monitoring, Review and Management
Policy 1.2	Goals		
Policy 2.3	Educator Ratios	Policy 8.9	Employee Code of Conduct
Policy 2.6	Behaviour Support and Management	Policy 8.10	Employee Orientation and Induction
Policy 3.1	Educational Program Planning	Policy 8.12	Employee Qualifications – Monitoring Progress
Policy 3.3	Educators Practice		
Policy 5.2	Food and Nutrition	Policy 8.13	Employee Health
Policy 8.1	Role and Expectations of Educators	Policy 10.1	Quality Compliance
Policy 8.2	Educational Leader	Policy 10.5	Approval Requirements under Legislation
Policy 8.3	Recruitment and Employment of Educators	Policy 10.6	Supervisor Certificate
Policy 8.4	Educator Professional Development and Learning	Policy 10.9	Risk Management and Compliance
		Policy 10.10	Managing Compliance within the Service
		Policy 10.16	Intellectual Property and Copyright

**7.1.5 Adults working with children and those engaged in the management of the service or residing on the premises are fit and proper**

		Policy 8.2	Educational Leader
Policy 1.1	Philosophy Statement		
Policy 1.2	Goals	Policy 8.3	Recruitment and Employment of Educators
Policy 2.2	Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm	Policy 8.5	Volunteers
		Policy 8.6	Employee and Volunteer Grievance
Policy 2.3	Educator Ratios	Policy 8.8	Employee Performance Monitoring, Review and Management
Policy 2.6	Behaviour Support and Management		
Policy 2.9	Inclusion and Anti-Bias	Policy 8.9	Employee Code of Conduct
Policy 2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 8.10	Employee Orientation and Induction
		Policy 8.13	Employee Health
Policy 8.1	Role and Expectations of Educators	Policy 9.3	Communication with Families
		Policy 9.5	Complaints Handling

Policy 9.6	Parent and Community Participation	Policy 10.8	Information Handling (Privacy and Confidentiality)
Policy 10.1	Quality Compliance	Policy 10.9	Risk Management and Compliance
Policy 10.2	Role and Composition of Management Committee	Policy 10.10	Managing Compliance within the Service
Policy 10.6	Supervisor Certificate		

## 7.2 There is a commitment to continuous improvement

### 7.2.1 A statement of philosophy is developed which guides all aspects of the service's operations

Policy 1.1	Philosophy Statement	Policy 8.3	Recruitment and Employment of Educators
Policy 1.2	Goals	Policy 8.4	Educator Professional Development and Learning
Policy 2.1	Respect for Children	Policy 8.9	Employee Code of Conduct
Policy 2.9	Inclusion and Anti-Bias	Policy 9.1	Access
Policy 2.11	Including Children with Special/Additional Needs	Policy 9.2	Enrolment
Policy 3.1	Educational Program Planning	Policy 9.3	Communication with Families
Policy 3.2	Program and Documentation Evaluation	Policy 9.5	Complaints Handling
Policy 3.3	Educators Practice	Policy 9.6	Parent and Community Participation
Policy 3.5	Excursions	Policy 10.1	Quality Compliance
Policy 3.7	Physical Activity	Policy 10.5	Approval Requirements under Legislation
Policy 3.9	Creativity and Expressive Arts	Policy 10.8	Information Handling (Privacy and Confidentiality)
Policy 3.10	Observational Recording	Policy 10.11	Management Code of Conduct
Policy 5.2	Food and Nutrition	Policy 10.12	Information Technology
Policy 6.3	Workplace Health and Safety	Policy 10.19	Policy Development, Sourcing and Review
Policy 8.1	Role and Expectations of Educators		
Policy 8.2	Educational Leader		

### 7.2.2 The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement

Policy 1.1	Philosophy Statement	Policy 3.3	Educators Practice
Policy 1.2	Goals	Policy 6.3	Workplace Health and Safety
Policy 2.6	Behaviour Support and Management	Policy 8.1	Role and Expectations of Educators



Policy 8.2	Educational Leader	Policy 8.9	Employee Code of Conduct
Policy 8.4	Educator Professional Development and Learning	Policy 8.10	Employee Orientation and Induction
Policy 8.6	Employee and Volunteer Grievance	Policy 9.5	Complaints Handling
Policy 8.8	Employee Performance Monitoring, Review and Management	Policy 10.1	Quality Compliance
		Policy 10.10	Managing Compliance within the Service

### 7.2.3 An effective self-assessment and quality improvement process is in place

Policy 1.1	Philosophy Statement	Policy 8.2	Educational Leader
Policy 1.2	Goals	Policy 8.4	Educator Professional Development and Learning
Policy 2.1	Respect for Children	Policy 8.8	Employee Performance Monitoring, Review and Management
Policy 2.3	Educator Ratios	Policy 8.10	Employee Orientation and Induction
Policy 2.9	Inclusion and Anti-Bias	Policy 9.2	Enrolment
Policy 2.11	Including Children with Special/Additional Needs	Policy 9.3	Communication with Families
Policy 3.1	Educational Program Planning	Policy 9.5	Complaints Handling
Policy 3.2	Program and Documentation Evaluation	Policy 9.6	Parent and Community Participation
Policy 3.10	Observational Recording	Policy 10.1	Quality Compliance
Policy 5.1	Food Handling and Storage	Policy 10.3	Budgeting and Planning
Policy 5.2	Food and Nutrition	Policy 10.9	Risk Management and Compliance
Policy 5.4	Food Audit	Policy 10.10	Managing Compliance within the Service
Policy 5.5	Cleaning and Sanitising	Policy 10.17	Strategic Planning
Policy 6.1	Space and Facilities Requirement	Policy 10.19	Policy Development, Sourcing and Review
Policy 7.2	Drills and Evacuations		
Policy 8.1	Role and Expectations of Educators		

## 7.3 Administrative systems enable the effective management of a quality service

### 1.3.1 Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements

Policy 1.1	Philosophy Statement	Policy 6.3	Workplace Health and Safety
Policy 1.2	Goals	Policy 7.2	Drills and Evacuations
Policy 2.3	Educator Ratios	Policy 7.3	Harassment and Lock Down
Policy 2.4	Arrivals and Departures of Children	Policy 8.1	Role and Expectations of Educators
Policy 2.5	Reporting of Child Abuse	Policy 8.2	Educational Leader
Policy 2.6	Behaviour Support and Management	Policy 8.3	Recruitment and Employment of Educators
Policy 2.7	Exclusion for Behavioural Reasons	Policy 8.4	Educator Professional Development and Learning
Policy 2.8	Anti-Bullying	Policy 8.5	Volunteers
Policy 2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 8.6	Employee and Volunteer Grievance
Policy 2.11	Including Children with Special/Additional Needs	Policy 8.7	Workplace Harassment and Bullying
Policy 2.13	Use of Photographic and Video Images of Children	Policy 8.8	Employee Performance Monitoring, Review and Management
Policy 2.14	Bookings and Cancellations	Policy 8.10	Employee Orientation and Induction
Policy 3.2	Program and Documentation Evaluation	Policy 8.11	Employee Leave
Policy 3.5	Excursions	Policy 8.12	Employee Qualifications – Monitoring Progress
Policy 3.8	Extra - Curricular Activities	Policy 8.13	Employee Health
Policy 3.10	Observational Recording	Policy 8.15	Children of Employees
Policy 3.11	Escorting Children	Policy 8.16	Employee Immunisation
Policy 4.1	General Health and Safety	Policy 9.2	Enrolment
Policy 4.2	Infectious Diseases	Policy 9.3	Communication with Families
Policy 4.5	Illness and Injury	Policy 9.5	Complaints Handling
Policy 4.6	Medication	Policy 10.1	Quality Compliance
Policy 4.9	Children's Toileting	Policy 10.2	Role and Composition of Management Committee
Policy 4.10	Anaphylaxis Management	Policy 10.3	Budgeting and Planning
Policy 4.11	Emergency Health and Medical Procedure Management	Policy 10.4	Fees
Policy 4.15	Asthma	Policy 10.5	Approval Requirements under Legislation
Policy 5.2	Food and Nutrition		

Policy 10.6	Supervisor Certificate	Policy 10.10	Managing Compliance within the Service
Policy 10.7	Insuring Risks	Policy 10.14	Record Back-up and Off-site Information Handling
Policy 10.8	Information Handling (Privacy and Confidentiality)	Policy 10.18	Court Orders and the Release of Children in Care
Policy 10.9	Risk Management and Compliance		

**7.3.2 Administrative systems are established and maintained to ensure the effective operations of the service**

		Policy 4.6	Medication
Policy 1.1	Philosophy Statement	Policy 4.8	Sun Safety
Policy 1.2	Goals	Policy 4.10	Anaphylaxis Management
Policy 2.2	Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm	Policy 4.11	Emergency Health and Medical Procedure Management
		Policy 4.14	Infectious Diseases Response Strategy
Policy 2.3	Educator Ratios	Policy 4.15	Asthma
Policy 2.4	Arrivals and Departures of Children	Policy 5.2	Food and Nutrition
Policy 2.5	Reporting of Child Abuse	Policy 5.4	Food Audit
Policy 2.6	Behaviour Support and Management	Policy 5.5	Cleaning and Sanitising
Policy 2.7	Exclusion for Behavioural Reasons	Policy 6.3	Workplace Health and Safety
Policy 2.8	Anti-Bullying	Policy 7.1	Emergency Equipment and Facilities
Policy 2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 7.2	Drills and Evacuations
		Policy 7.3	Harassment and Lock Down
		Policy 7.4	Fire Safety Compliance
Policy 2.11	Including Children with Special/Additional Needs	Policy 8.2	Educational Leader
		Policy 8.3	Recruitment and Employment of Educators
Policy 2.12	Managing Duty of Care - Non-Attending Children	Policy 8.4	Educator Professional Development and Learning
Policy 2.13	Use of Photographic and Video Images of Children	Policy 8.5	Volunteers
Policy 2.14	Bookings and Cancellations	Policy 8.6	Employee and Volunteer Grievance
Policy 3.2	Program and Documentation Evaluation	Policy 8.7	Workplace Harassment and Bullying
Policy 3.3	Educators Practice	Policy 8.8	Employee Performance Monitoring, Review and Management
Policy 3.5	Excursions	Policy 8.9	Employee Code of Conduct
Policy 3.11	Escorting Children	Policy 8.10	Employee Orientation and Induction
Policy 4.2	Infectious Diseases		
Policy 4.5	Illness and Injury		

Policy 8.11	Employee Leave	Policy 10.5	Approval Requirements under Legislation
Policy 8.12	Employee Qualifications – Monitoring Progress	Policy 10.6	Supervisor Certificate
Policy 8.13	Employee Health	Policy 10.7	Insuring Risks
Policy 8.15	Children of Employees	Policy 10.8	Information Handling (Privacy and Confidentiality)
Policy 8.16	Employee Immunisation	Policy 10.9	Risk Management and Compliance
Policy 9.1	Access	Policy 10.10	Managing Compliance within the Service
Policy 9.2	Enrolment	Policy 10.11	Management Code of Conduct
Policy 9.3	Communication with Families	Policy 10.13	Purchasing
Policy 9.5	Complaints Handling	Policy 10.14	Record Back-up and Off-site Information Handling
Policy 9.6	Parent and Community Participation	Policy 10.15	Asset Management
Policy 9.7	Management of Intoxicated or Persons Under the Influence	Policy 10.16	Intellectual Property and Copyright
Policy 9.8	Parent Conduct	Policy 10.17	Strategic Planning
Policy 10.1	Quality Compliance	Policy 10.18	Court Orders and the Release of Children in Care
Policy 10.2	Role and Composition of Management Committee	Policy 10.19	Policy Development, Sourcing and Review
Policy 10.3	Budgeting and Planning		
Policy 10.4	Fees		

**7.3.3 The Regulatory Authority is notified about any relevant changes to the operation of the service, of serious incidents and of any complaints which allege a breach of legislation**

Policy 1.1	Philosophy Statement	Policy 8.9	Employee Code of Conduct
Policy 1.2	Goals	Policy 9.5	Complaints Handling
Policy 2.3	Educator Ratios	Policy 10.1	Quality Compliance
Policy 2.5	Reporting of Child Abuse	Policy 10.2	Role and Composition of Management Committee
Policy 2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 10.5	Approval Requirements under Legislation
Policy 4.5	Illness and Injury	Policy 10.6	Supervisor Certificate
Policy 7.2	Drills and Evacuations	Policy 10.7	Insuring Risks
Policy 7.3	Harassment and Lock Down	Policy 10.9	Risk Management and Compliance
Policy 8.2	Educational Leader	Policy 10.10	Managing Compliance within the Service
Policy 8.6	Employee and Volunteer Grievance		

**7.3.4 Processes are place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner**

Policy 1.1	Philosophy Statement	Policy 8.11	Employee Leave
Policy 1.2	Goals	Policy 8.13	Employee Health
Policy 2.4	Arrivals and Departures of Children	Policy 8.15	Children of Employees
Policy 2.5	Reporting of Child Abuse	Policy 8.16	Employee Immunisation
Policy 2.6	Behaviour Support and Management	Policy 9.1	Access
Policy 2.7	Exclusion for Behavioural Reasons	Policy 9.2	Enrolment
Policy 2.8	Anti-Bullying	Policy 9.3	Communication with Families
Policy 2.9	Inclusion and Anti-Bias	Policy 9.5	Complaints Handling
Policy 2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 9.6	Parent and Community Participation
Policy 2.11	Including Children with Special/Additional Needs	Policy 9.7	Management of Intoxicated or Persons Under the Influence
Policy 2.14	Bookings and Cancellations	Policy 9.8	Parent Conduct
Policy 3.3	Educators Practice	Policy 10.1	Quality Compliance
Policy 3.8	Extra - Curricular Activities	Policy 10.2	Role and Composition of Management Committee
Policy 6.4	Shared Facilities	Policy 10.4	Fees
Policy 8.6	Employee and Volunteer Grievance	Policy 10.8	Information Handling (Privacy and Confidentiality)
Policy 8.7	Workplace Harassment and Bullying	Policy 10.10	Managing Compliance within the Service
Policy 8.8	Employee Performance Monitoring, Review and Management	Policy 10.11	Management Code of Conduct
Policy 8.9	Employee Code of Conduct	Policy 10.16	Intellectual Property and Copyright
		Policy 10.18	Court Orders and the Release of Children in Care

**7.3.5 Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly**

Policy 1.1	Philosophy Statement	Policy 4.1	General Health and Safety
Policy 1.2	Goals	Policy 4.2	Infectious Diseases
Policy 2.1	Respect for Children	Policy 4.3	Hygiene
		Policy 4.4	Preventative Health and Wellbeing
Policy 2.2	Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm	Policy 4.5	Illness and Injury
		Policy 4.6	Medication
Policy 2.3	Educator Ratios	Policy 4.7	Keeping of Animals
Policy 2.4	Arrivals and Departures of Children	Policy 4.8	Sun Safety
		Policy 4.9	Children's Toileting
Policy 2.5	Reporting of Child Abuse	Policy 4.10	Anaphylaxis Management
Policy 2.6	Behaviour Support and Management	Policy 4.11	Emergency Health and Medical Procedure Management
Policy 2.7	Exclusion for Behavioural Reasons	Policy 4.12	Non Smoking
Policy 2.8	Anti-Bullying	Policy 4.13	First Aid Waste Management
Policy 2.9	Inclusion and Anti-Bias	Policy 4.14	Infectious Diseases Response Strategy
Policy 2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 4.15	Asthma
		Policy 4.16	Vehicle Restraint
Policy 2.11	Including Children with Special/Additional Needs	Policy 5.1	Food Handling and Storage
		Policy 5.2	Food and Nutrition
Policy 2.12	Managing Duty of Care - Non-Attending Children	Policy 5.4	Food Audit
		Policy 5.5	Cleaning and Sanitising
Policy 2.13	Use of Photographic and Video Images of Children	Policy 6.2	Provision of Resources and Equipment
Policy 2.14	Bookings and Cancellations	Policy 6.3	Workplace Health and Safety
Policy 3.2	Program and Documentation Evaluation	Policy 7.1	Emergency Equipment and Facilities
Policy 3.3	Educators Practice	Policy 7.2	Drills and Evacuations
Policy 3.4	Homework	Policy 7.3	Harassment and Lock Down
Policy 3.5	Excursions	Policy 7.4	Fire Safety Compliance
Policy 3.6	Transport for Excursions	Policy 8.1	Role and Expectations of Educators
Policy 3.7	Physical Activity	Policy 8.2	Educational Leader
Policy 3.8	Extra - Curricular Activities	Policy 8.3	Recruitment and Employment of Educators
Policy 3.9	Creativity and Expressive Arts		
Policy 3.10	Observational Recording	Policy 8.4	Educator Professional Development and Learning
Policy 3.11	Escorting Children		

Policy 8.5	Volunteers	Policy 9.7	Management of Intoxicated or Persons Under the Influence
Policy 8.6	Employee and Volunteer Grievance	Policy 10.1	Quality Compliance
Policy 8.7	Workplace Harassment and Bullying	Policy 10.2	Role and Composition of Management Committee
Policy 8.8	Employee Performance Monitoring, Review and Management	Policy 10.4	Fees
Policy 8.9	Employee Code of Conduct	Policy 10.6	Supervisor Certificate
Policy 8.10	Employee Orientation and Induction	Policy 10.7	Insuring Risks
Policy 8.11	Employee Leave	Policy 10.8	Information Handling (Privacy and Confidentiality)
Policy 8.12	Employee Qualifications – Monitoring Progress	Policy 10.9	Risk Management and Compliance
Policy 8.13	Employee Health	Policy 10.10	Managing Compliance within the Service
Policy 8.15	Children of Employees	Policy 10.11	Management Code of Conduct
Policy 8.16	Employee Immunisation	Policy 10.12	Information Technology
Policy 9.1	Access	Policy 10.13	Purchasing
Policy 9.2	Enrolment	Policy 10.14	Record Back-up and Off-site Information Handling
Policy 9.3	Communication with Families	Policy 10.17	Strategic Planning
Policy 9.5	Complaints Handling	Policy 10.18	Court Orders and the Release of Children in Care
Policy 9.6	Parent and Community Participation		

# Appendix: B

## Key Terms used in this manual

In this Manual, the following expressions have the meaning shown:

**'Education and Care Services National Law Act, 2010'** is available on line at [http://www.legislation.vic.gov.au/Domino/Web\\_Notes/LDMS/PubStatbook.nsf/51dea49770555ea6ca256da4001b90cd/B73164FE5DA2112DCA2577BA0014D9ED/\\$FILE/10-069a.pdf](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/51dea49770555ea6ca256da4001b90cd/B73164FE5DA2112DCA2577BA0014D9ED/$FILE/10-069a.pdf)

**"Regulations 2011"** means Regulations issued under the Education and Care Services National Law 2010 and is available on line at [www.acecqa.gov.au](http://www.acecqa.gov.au).

**"Duty of Care"** means the legal duty which people have, under the rules of negligence, to take care to protect others from harm. The rules of duty of care are not found in a statute instead, these rules come from case law decided by the courts and are always changing. For a brief explanation of duty of care, see Chapter 3 of this Manual. However Services must always take careful and ongoing advice to understand its obligations under the legal duty of care of those who have the care of children.

**"ACECQA"** means the Australian Children's Education and Care Quality Authority (go to [www.acecqa.gov.au](http://www.acecqa.gov.au) for more information).

**"NQF"** means National Quality Framework (see Chapter 3).

**"National Quality Standards"** means the 7 Quality Areas as articulated in the Guide to the National Quality Standard, published by the Australian Children's Education and Care Quality Authority (NB these are as at the date of publication; users must check on the ACECQA website whether there have been any changes since publication of this Manual).

**"Quality Officer"** means the Co-ordinator or other person appointed to make sure that the Service complies with the NQS requirements (see Policy 10.1).

**"Standard"** is a reference to one of the numbered Standards, which falls under one of the 7 NQS Areas. For instance, a reference to '4.1' means Standard 4.1, which is to be found in Quality Area 4, which relates to staffing arrangements.

**"Element"** is a reference to one of the numbered Elements, which falls under one of the 7 NQS Areas. For instance, a reference to '6.1.1' means Element 6.1.1, which is to be found in Quality Area 6, which relates to effective enrolment and orientation processes for families.

**"SAC"** means School Age Care.

**"(Part 4.2)"** or **"(90(2))"** or other similar references which appear in any of the sample policies or procedures is a reference to the numbered section or sections of the *Education and Care Services National Regulations, 2011*.



# Appendix: C

## Resources

Some useful information can also be obtained from:

*Education and Care Services National Law 2010* available from [http://www.legislation.vic.gov.au/Domino/Web\\_Notes/LDMS/PubStatbook.nsf/51dea49770555ea6ca256da4001b90cd/B73164FE5DA2112DCA2577BA0014D9ED/\\$FILE/10-069a.pdf](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/51dea49770555ea6ca256da4001b90cd/B73164FE5DA2112DCA2577BA0014D9ED/$FILE/10-069a.pdf)

Information on *Commission for Children and Young People Act, 2000 (Qld)* - protection of children, obtaining worker clearances etc can be obtained from the Commission for Children and Young People at [www.ccydpcg.qld.gov.au](http://www.ccydpcg.qld.gov.au)

All other Queensland legislation is available from [www.legislation.qld.gov.au](http://www.legislation.qld.gov.au)  
*Child Care Act, 1972* (Cwlth) available from Australian Government Printers

Queensland Children's Activities Network (QCAN) Inc. at [www.qcan.org.au](http://www.qcan.org.au)

Health and infectious diseases information is available from the Commonwealth Government at a number of sites, including [www.health.gov.au](http://www.health.gov.au) and [www.cda.gov.au](http://www.cda.gov.au) or from Queensland Health at [www.health.qld.gov.au](http://www.health.qld.gov.au)

Australian Standards (eg equipment, risk management, food handling etc) are available for purchase from Standards Australia <http://www.standards.org.au>

Workplace Health and Safety information is available from the Queensland Department of Industrial Relations at <http://www.deir.qld.gov.au/workplace>

Information on child care issues generally are available from the Queensland Government Department of Education and Training - Office for Early Childhood Education and Care at <http://deta.qld.gov.au/earlychildhood> or the Australian Government Department of Employment, Education and Workplace Relations at [www.deewr.gov.au](http://www.deewr.gov.au)