

Queensland Children's Activities Network QCAN Inc.

Policies and Procedures Manual 2017 For OSHC/SAC Services

2017 © Copyright

This manual is subject to the laws of copyright. Services who buy the Manual from QCAN Inc. may use and copy it strictly for the purposes of constructing their own internal policies and procedures but must not use it, give it to, sell it to or authorise, any other person to use or copy it for any purposes whatsoever.

For further information on the copyright in the Manual, or if you wish to seek authority to use it for any other purpose, contact QCAN Inc. at 66 Woodend Rd WOODEND Q 4305

Disclaimer

Important Note to Users

This Manual is not a definitive policy handbook. It is a guide only. You must always check whether the laws or National Quality Standard have changed between the date of publication and when you use it. You must also read Chapter 1 (Introduction) thoroughly before using this Manual and be careful to write policies that are appropriate to your service and to take professional advice on technical areas.

2017 © Copyright

This manual is subject to the laws of copyright. Services who buy the Manual from QCAN Inc. may use and copy it strictly for the purposes of constructing their own internal policies and procedures but must not use it, give it to, sell it to or authorise, any other person to use or copy it for any purposes whatsoever.

For further information on the copyright in the Manual, or if you wish to seek authority to use it for any other purpose, contact QCAN Inc. at 66 Woodend Rd, WOODEND Q 4305

Contents

Chapter 1 – Introduction.....	
Chapter 2 – The Law and the School Age Care Sector.....	
Chapter 3 – National Quality Framework: A Brief Overview.....	
Chapter 4 – Policies and Procedures: A Brief Overview.....	
Chapter 5 – Developing a Policies and Procedures Manual.....	
Sample Policies and Templates.....	
Appendix A: Schedule: Checklist of National Quality Standard elements reflected in Policies and Procedures	
Quality Area 1: Educational Program and Practice	
Quality Area 2: Children’s Health and Safety	
Quality Area 3: Physical Environment	
Quality Area 4: Staffing Arrangements	
Quality Area 5: Relationships with Children	
Quality Area 6: Collaborative Partnerships with Families and Communities	
Quality Area 7: Leadership and Service Management	
Appendix B: Key Terms used in this Manual.....	
Appendix C: Resources.....	

Sample Policy Contents

Policy Group 1: Service Philosophy and Goals

- 1.1 Philosophy Statement
- 1.2 Goals

Policy Group 2: Children

- 2.1 Respect for Children
- 2.2 Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm
- 2.3 Educator to Child Ratios
- 2.4 Arrivals and Departures of Children
 - 2.4.1 OSHC Arrival and Accountability Procedure
- 2.5 Reporting of Child Abuse
- 2.6 Behaviour Support and Management
- 2.7 Exclusion for Behavioural Reasons
- 2.8 Anti-bullying
- 2.9 Inclusion and Anti-bias
- 2.10 Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm
- 2.11 Including Children with Special/Additional Needs
- 2.12 Managing Duty of Care - Non-Attending Children
- 2.13 Use of Photographic and Video Images of Children
- 2.14 Bookings and Cancellations
- 2.15 Children's Property and Belongings
- 2.16 Promoting Protective Behaviours
- 2.17 Children Accessing the Internet
- 2.18 Cyber-Bullying
- 2.19 Children's Media Viewing
- 2.20 Supervision of Children
- 2.21 Children's Transition to OSHC
- 2.22 Departures of Children with Self-Care Arrangements
- 2.23 Interactions with Children

2.24 Children's Participation and Decision Making

2.25 Statement of Intent for Children's Play

Policy Group 3: Program

3.1 Educational Program Planning

3.2 Program and Documentation Evaluation

3.3 Educator Practice

3.4 Homework

3.5 Excursions

3.5.1 Excursion Permission Form Template

3.5.2 Excursion Checklist Template

3.5.3 Educator Excursion Evaluation Template

3.6 Transport for Excursions

3.7 Physical Activity

3.8 Extra-curricular Activities

3.8.1 Extra Curricular Activities Escort Form Template

3.9 Creative and Expressive Arts

3.10 Observational Recording

3.11 Escorting Children

3.12 Sustainability Practices

3.13 Water Activities and Safety

3.14 Valuing Diversity, Culture and Reconciliation

3.15 Cooking with Children

Policy Group 4: Health and Wellbeing

4.1 General Health and Safety

4.1.1 Indoor Areas Daily Risk Management Checklist Template

4.1.2 Outdoor Areas Daily Risk Management Checklist Template

4.2 Infectious Diseases

4.3 Hygiene

4.4 Preventative Health and Wellbeing

4.5 Incident, Illness, Injury or Trauma

4.5.1 Incident Management Flowchart

- 4.5.2 Incident/ Injury/ Trauma/ Illness Report
- 4.6 Medication
 - 4.6.1 Medication Authority and Administering Form Template
- 4.7 Keeping of Animals
 - 4.7.1 Chicken Coop Cleaning and Maintenance
- 4.8 Sun Safety
- 4.9 Children's Toileting
- 4.10 Anaphylaxis Management
 - 4.10.1 Medical Risk Minimalisation Plan Template
- 4.11 Emergency Health and Medical Procedure Management
- 4.12 Non Smoking
- 4.13 First Aid Waste Management
- 4.14 Infectious Diseases Response Strategy
- 4.15 Asthma Management
- 4.16 Vehicle Restraint
- 4.17 Medical Conditions Policy
- 4.18 First Aid
- 4.19 Childhood Immunisation Policy

Policy Group 5: Food and Nutrition

- 5.1 Food Handling and Storage
- 5.2 Food and Nutrition
- 5.3 Food Act Compliance
- 5.4 Food Audit
- 5.5 Cleaning and Sanitising
- 5.6 Menu Development

Policy Group 6: Provision and Safety of Facilities

- 6.1 Space and Facilities Requirement
- 6.2 Provision of Resources and Equipment
- 6.3 Work Health and Safety
 - 6.3.1 Playground Maintenance Checklist Template
 - 6.3.2 Hazard Report Form Template

- 6.4 Shared Facilities
- 6.5 Use and Maintenance of Air Conditioning
- 6.6 Management of Poisonous Plants and Fungi
- 6.7 Occupancy Agreement
- 6.7.1 Licence to Use Department of Education and Training Premises for Outside School Hours Care
- 6.8 Maintenance of Facilities

Policy Group 7: Emergencies

- 7.1 Emergency Equipment and Facilities
- 7.2 Drills and Evacuations
 - 7.2.1 Bomb threat Checklist Template
 - 7.2.2 Evacuation Drill Evaluation Template
- 7.3 Harassment and Lockdown
- 7.4 Fire Safety Compliance
- 7.5 Extreme Weather
- 7.6 Emergency Closure

Policy Group 8: Educators, Staff Members and Volunteers

- 8.1 Role and Expectations of Educators
- 8.2 Educational Leader
- 8.3 Recruitment and Employment of Educators
- 8.4 Educator Professional Development and Learning
- 8.5 Volunteers
- 8.6 Employee and Volunteer Grievance
- 8.7 Workplace Harassment and Bullying
- 8.8 Employee Performance Monitoring, Review and Management
- 8.9 Employee Code of Conduct
 - 8.9.1 Employee Code of Conduct Template
- 8.10 Employee Orientation and Induction
 - 8.10.1 Employee Orientation and Induction Checklist Template
- 8.11 Employee Leave

- 8.12 Employee Qualifications – Monitoring Progress
- 8.13 Employee Health
- 8.14 Employee Online Social Networking
- 8.15 Children of Employees
- 8.16 Employee Immunisation
 - 8.16.1 Employee Immunisation Record Template
- 8.17 Fit for Work
- 8.18 Employee Retention Policy
- 8.19 Employee Counselling and Disciplinary Procedures
- 8.20 Workplace Sexual Harassment
- 8.21 Educator Uniform and Personal Presentation
- 8.22 Educator Interactions with Families – Professional Boundaries
- 8.23 Equal Opportunity and Anti-Discrimination
- 8.24 Payment of Employees
- 8.25 Employee Remuneration and Entitlements
 - 8.25.1 Entitlement Claim Form Template
- 8.26 Higher Duties for Employees
- 8.27 Employee Assistance Program

Policy Group 9: Parent, Family and Community Relationships

- 9.1 Access
- 9.2 Enrolment
- 9.3 Communication with Families
- 9.4 Communication with Community
- 9.5 Complaints Handling
 - 9.5.1 Complaints Record Form Template
 - 9.5.2 Complaints Management Flow Chart
- 9.6 Parent and Community Participation
- 9.7 Management of Intoxicated or Persons Under the Influence
- 9.8 Parent Conduct
- 9.9 Acceptance and Refusal of Authorisations
- 9.10 Visitors

9.11 Enrolment Management

Policy Group 10: Management and Administration

- 10.1 Quality Compliance
- 10.2 Role and Composition of Management Committee
- 10.3 Budgeting and Planning
- 10.4 Fees
- 10.5 Approval Requirements under Legislation
- 10.6 Service Supervisor Certificate
- 10.7 Insuring Risks
- 10.8 Information Handling (Privacy and Confidentiality)
- 10.9 Risk Management and Compliance
- 10.10 Managing Compliance within the Service
- 10.11 Management Code of Conduct
- 10.12 Information Technology
- 10.13 Purchasing
- 10.14 Record Back-up and Off-site Information Handling
- 10.15 Asset Management
- 10.16 Intellectual Property and Copyright
- 10.17 Strategic Planning
- 10.18 Court Orders and the Release of Children in Care
- 10.19 Policy Development, Sourcing and Review
 - 10.19.1 Policy Review Schedule Template
- 10.20 Environmental Management
- 10.21 Service Closures
- 10.22 Determining the Responsible Person
- 10.23 Provision of Information
- 10.24 Privacy
- 10.25 Single Staff Member
- 10.26 OSHC Service Social Media Guidelines
- 10.27 Continuous Improvement
- 10.28 Record Keeping and Retention

- 10.29 Hardship and Administration of Special Childcare Benefits
- 10.30 Conflict of Interest
- 10.31 Managing Non-Compliance and Reportable Incident
- 10.32 Appropriate Governance

Chapter 1

Introduction

Why Does Your Service Need This Manual?

The answer is quite simple:

- To support compliance with the Education and Care Services National Law Act 2010 and Regulations 2011 including all subsequent amendments;
- To promote implementation of the National Quality Framework;
- Increasing pressure from insurers for services to show the steps they take to minimise risks in the high-risk sector of child care;
- Whatever the size, type (i.e. for-profit, non-profit community based) or resourcing of your organisation, all services are subject to this same burden; and
- To help your service develop or review its policies and procedures in view of significant changes in the sector.

How to Use the Manual

The Manual:

- Starts with a brief overview of the law (Chapter 2);
- Gives an overview of the National Quality Framework (NQF) (Chapter 3);
- Explains what 'policy' is and why you need it for your service (Chapter 4);
- Provides an extensive number of sample policies and procedures (Chapter 5) to help you develop or review your own in view of current legislation and implementation of the NQF; and
- Provides a Quality Compliance Checklist (Schedule) setting out the 7 Quality Areas, Standards and Elements of the National Quality Standard (NQS) with cross-references to the sample policies and procedures provided in Chapter 5.

What This Manual IS NOT!

This Manual is not a definitive policy handbook. The policies given are not the only way to run your service or to comply with the regulations as they apply to School Age Care. This Manual is a tool to help you build policies and procedures that are appropriate for your service.

Some dos and don'ts when using this Manual:

- **DO** think carefully about how your service's needs and practices differ from the samples given;
- **DO** use the samples only as a starting point, building on them so that your policies and procedures reflect what you do;
- **DO** be careful when you are using the samples to check back with the legal and NQF requirements (in many cases cross-references are given) to ensure you address the points provided for compliance;
- **DO** be careful always to check whether the law or NQF has changed since the date of publication of this Manual;
- **DO** be careful if you operate your service outside Queensland to check the provisions in the National Regulations for your state or territory. Some policies in this Manual are based on specific provisions within the National Regulations for Queensland based Services (Part 7.5);
- **DO NOT** copy these policies and procedures exactly as invariably they will not be exactly right for the context of your service; and
- **DO NOT** assume that this is the definitive guide on how to run a service in accordance with the law and NQF.

Other Resources

A directory has been provided in Appendix C at the end of this Manual to provide some of the resources and groups you may browse or contact to check for changes to the law or NQF. Included in Appendix B is a list of some of the Key Terms used in the Manual.

Chapter 2

The Law and the School Age Care Sector

The School Age Care (SAC) sector which comprises both centre-based (OSHC) and home based (FDC) education and care services for children is subject to a wide range of laws. Judges and courts demand a very high 'Duty of Care' on anyone entrusted with the care of children.

Duty of Care

In the SAC context of providing care to children, the service and all educators, staff members, management, volunteers and other adults owe a 'Duty of Care' to the children (and to each other) in the service.

It requires all of these people to take care to avoid all reasonably foreseeable risks of harm to the children and to each other. When it comes to a duty owed to children the law is very strict and you should take all possible steps to protect children from harm.

Services must have clear policies and procedures, which it enforces, to help protect the children from harm.

The Duty of Care does not only apply to children. We all have a duty of care towards people with whom we come into contact with every day. Hence, your service, and its employees, have a duty of care to avoid reasonably foreseeable risks of injury or harm to parents, educators, staff, volunteers, community members and others coming to the service.

'Duty of Care' is not written in any one act of parliament, unlike statutory duties explained in the next section of this chapter. This means that services must always keep informing themselves about new decisions of courts of law relating to Duty of Care of children and others.

In each of the sample policies given in chapter 5, a 'Relevant Laws and Other Provisions' section provides a list of cross-references to the laws, NQF requirements and other policies which must be taken into account when drafting your own policy relating to the issues covered in each sample policy. As you will see, a great number of the sample policies have been developed to highlight your service's 'Duty of Care'.

Statutory Duties: Legislation

Apart from the Duty of Care imposed on carers and services by the courts of law, as explained in the previous section of this chapter, there are many statutory duties imposed by State and Federal Legislation (or 'statutes') and the related regulations.

The specific legislation governing the SAC sector is the Education and Care Services National Law Act 2010 and Regulations 2011.

In addition, there are many pieces of legislation which have general application, e.g. State laws such as the *Work Health and Safety Act 2011*, and Federal laws such as the *Privacy Act 1988*. A list of some of the major legislation you need to be aware of, and where to access copies of them, is included in the Resources Section (Appendix C) at the end of this Manual.

Education and Care Services National Law Act 2010

The *Education and Care Services National Law Act 2010 and Regulations 2011* impose, amongst other things, that:

- Approved Providers have sufficient regard to the objectives and guiding principles for this Act, Part 1 (3);
- Provider Approval is granted for individuals and/or organisations to provide care to school age children – Act, Part 2, division 1 (10);
- Service approval is granted to an Approved Provider to operate an education and care service – Act, Part 3, division 1 (43);
- Approved Providers must not operate a school age care service without a designated Nominated supervisor – Act, Part 6 (161);
- Approved Providers have written policies and procedures on a range of specified things – Regulations 168; and
- Strict requirements are met for educators and others in the Service to have positive suitability notices under the *Working with Children (Risk Management and Screening) Act 2000* – Act, Part 8.

To view or download a full copy of the *Education and Care Services National Law Act 2010*, go to:

[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)

The objectives and guiding principles as stated in the *Education and Care Services National Law Act 2010* are set out below:

Objectives

- To ensure the safety, health and wellbeing of children attending education and care services;
- To improve the educational and developmental outcomes for children attending education and care services;
- To promote continuous improvement in the provision of quality education and care services;
- To establish a system of national integration and shared responsibility between participating jurisdictions and the Commonwealth in the administration of the National Education and Care Services Quality Framework;
- To improve public knowledge and access to information about the quality of education and care services; and
- To reduce the regulatory and administrative burden for education and care services by enabling information to be shared between participating jurisdictions and the Commonwealth.

Guiding Principles

- That the rights and best interests of the child are paramount
- That children are successful, competent and capable learners;
- That the principles of equity, inclusion and diversity underlie this Law;
- That Australia's Aboriginal and Torres Strait Islander cultures are valued;
- That the role of families is respected and supported; and
- That best practice is expected in the provision of education and care services.

The challenge is to make sure that all legal requirements are captured in your service policies and procedures and that actions and practice reflect what the policies state. Of importance is that policies, once developed, are regularly reviewed, checked they are current, and that service management and staff are aware of and fully trained in the procedural requirements.

Chapter 3

National Quality Framework: A Brief Overview

In April 2007, the Coalition of Australian Governments (COAG) agreed to the development of a national approach to quality assurance and regulation of education and care services. The ***National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*** was signed at the December 2009 COAG meeting. This is the key document which frames the National Quality Framework.

The ***National Quality Agenda*** is part of a broader reform agenda which includes the development of learning frameworks to guide practice, introduction of universal access to preschool, increasing child care rebate and rolling out child and family centres. It also includes work around staff qualifications, workforce issues and educator to child ratios.

The ***National Quality Framework (NQF)*** is comprised of:

- **A Single Streamlined Regulatory System**

There is one set of consistent regulations for services across Australia. In Queensland this will be administered by the Department of Education and Training – Early Childhood Education and Care;

- **A National Body**

ACECQA – Australian Children’s Education and Care Quality Authority. This authority is responsible for guiding the implementation of the national regulatory system to ensure national consistency;

- **National Legislation**

The Education and Care Services National Law Act 2010 and Regulations 2011;

- **A National Quality Standard (NQS) and rating system; and**

- **Learning Frameworks**

- *The Early Years Learning Framework*
- *‘My Time, Our Place’: Framework for School Age Care in Australia*

The Framework for School Age Care (My Time, Our Place) extends on the Early Years Learning Framework principles, practices and outcomes to accommodate the contexts and age ranges of the children and young people who attend school age care settings.

The ***National Quality Standard (NQS)*** sets the benchmark for provision of high quality education and care across 7 quality areas.

1. Educational Program and Practice
2. Children’s Health and Safety
3. Physical Environment
4. Staffing Arrangements
5. Relationships with Children
6. Collaborative Partnerships with Families and Communities
7. Leadership and Service Management

The *Guide to the National Quality Standard* sets out these 7 Quality Areas which apply to all services approved by the Commonwealth Government for Child Care Benefit.

Under each of the Quality Areas, there are 18 Standards and 58 Elements required to be incorporated into the everyday practice of your service. The Quality Areas are listed in the Checklist (Appendix A) of this Manual.

In Queensland, The Department of Education and Training – Early Childhood Education and Care ensures services comply with the National Law Act 2010 and National Regulations 2011, and conducts assessment of the quality of

service practice in line with the National Quality Standard. A copy of *the Guide to the National Quality Standard* and other relevant information can be accessed at <http://www.acecqa.gov.au>.

What will we have to do to comply?

Your service will need to:

- Have written policies that reflect the requirements of the National Quality Framework;
- Make sure that these policies are consistently enforced; and
- Keep updated policies available at all times including updated copies of the Guide to the National Quality Standard, the National Law Act 2010 and National Regulations 2011.

The Guide to the National Quality Standard outlines each of the seven quality areas and includes:

- An introductory statement for each quality area, which provides context and the rationale, as well as a list of standards and elements that fall within that quality area;
- A list of relevant sections of the National Law and National Regulations that apply to the quality area;
- A description of each standard and an explanation about how it contributes to quality education and care for children;
- Reflective questions for the service to consider when assessing the quality of practice against each standard;
- A guide to practice for each element which describes how the element might be implemented and how it will be assessed. Guidance specific to all service types and children of all ages is identified; and
- Suggestions for further reading for each quality area, that may support the Approved Provider, Nominated Supervisor and educator understanding of the quality areas.

Individual services reflect on and determine how they will best achieve the elements within each standard and develop a Quality Improvement Plan based on these assessments.

Assessment and rating

Each Quality Area has related Standards and Elements. Examples of practice are provided in the *Guide to the National Quality Standard* to give services information on how the elements may be assessed.

The policies provided in chapter 5 of this Manual have been devised with the aim of helping services to meet the 'National Quality Standard', as articulated in the *Guide to the National Quality Standard*. That is not to say that they are the only way of achieving compliance.

When developing or reviewing your own service's policies for NQS compliance:

- Check that you are working from the most up to date *Guide to the National Quality Standard*. Between the date of publication of this Manual and starting your NQS compliance program, the Quality Areas, Standards and Elements under them, or other aspects of the Framework may change. Go to the ACECQA website, or contact them, for up to date information; and
- Decide whether you will adopt the Meeting the National Quality Standard rating, which this Manual promotes. To achieve the Exceeding the National Quality Standard rating, reflect on the relevant descriptors in the *Assessment and Rating Instrument* (available through the ACECQA website) and amend service policy to reflect your service practices as they exceed the NQS.

Developing a Quality Compliance Policy

Chapter 5 (Policies) includes a sample 'Quality Compliance Policy' (see **policy 10.1**). The sample policy adopts compliance with meeting the National Quality Standard.

When developing your policies using the samples given in this Manual, refer to the checklist set out in Appendix A of this Manual. This checklist identifies the policies that relate to each of the Quality Standards and/or Elements.

If your service wants to adopt a **higher** compliance standard, refer to the descriptors as articulated in the *Assessment and Rating Instrument* (ACECQA website), and reflect on the quality of practice as it exceeds the NQS.

Chapter 4

Policies and Procedures: A Brief Overview

What is policy?

'Policy' is a set of rules, or guidelines, by which your service chooses to operate in compliance with the law. Your service has to comply with the National Quality Framework in order to continue to participate in the Commonwealth Government funding of care at your service.

Having policies and procedures in writing has several benefits:

- It provides transparency in decision-making and operations;
- It provides consistency (and therefore reduces disputes) in decision-making;
- It helps to make the educator's job easier; and
- It helps you to identify weaknesses and fix them up.

Under the *Education and Care Services National Regulations 2011*, it is a legal requirement *to have written policies on a range of matters* (National Regulation 168).

Services will develop many other written policies in order to apply consistent and compliant practice to program and operational requirements as per the National Quality Framework.

Approved Providers of services must ensure that written policies and procedures are developed and made available at the service. The Nominated Supervisor and/or Coordinator and the Educational Leader work in conjunction with the Approved Provider to develop and review policies and procedures, and to ensure that educators are trained in practice according to the requirements. For all new, reviewed and/or amended policies and procedures, management approval must be sought and families and staff notified of any changes.

What Goes in Our Policies?

Although you can develop and/or change your own policies, they must always comply with the law and the NQS as a minimum.

For example, Part 7.5-Queensland-Specific Provisions, Division 2 (298) sets the minimum requirement for the educator to child ratio for children over pre-school age at 1 educator to 15 children, and Part 4.4, Division 3 (122) of the *Education and Care Services National Regulations 2011* requires that educators must be working directly with children to be included in ratios. The service staffing policy must, at the least, comply with these requirements. You may however choose to adopt a policy for your service that applies a higher educator to child ratio. Of importance is that the regulatory requirements are maintained **as a minimum**.

Services also need to comply with other state and federal laws and regulations relating to areas such as governance, privacy and child protection. Following is a list including (but not limited to):

- Work Health and Safety Act 2011
- Working With Children (Risk Management and Screening) Act 2000
- Child Protection Act 1999
- Parents and Citizens Associations Award – State 2016 /Children's Services Award 2010
- Privacy Act 1988 incorporating the National Privacy Principles
- Family Assistance Act 1999

Importantly, policies outline compliance with the National Law, the NQF and other relevant legislation, and, when implemented, help the service to run smoothly and ensure consistency of practice and decision-making that continuously promotes the best interests of children and families.

How to Use Policies

This Manual provides an extensive number of sample policies to help services develop their own. Whenever 'samples' are used, from here or any other source, you must adapt them to reflect the context and operations of your service.

It is highly dangerous to adopt a policy and then fail to follow it. This is why all policies need to be reviewed regularly to check that they are relevant and current. Extracts of prescribed policies (National Regulation 168) should be included in the Educator Handbook for the service, and your educators (paid or voluntary) should be trained to understand and follow those policies.

As an example, if a child is injured, and your policy states safety procedures which were demonstrated as not to have been followed, legally, it may be found, that you failed to fulfill your duty of care to the child. This can have severe consequences for your service.

Those in charge of the service must take steps to ensure that educators understand and follow the procedural requirements.

Chapter 5

Developing a Policies and Procedures Manual

Earlier chapters of this Manual explain the National Quality Framework (Chapter 3), how it fits with the law, and how and why your service should develop policies and procedures (Chapter 4). Please read all of those chapters carefully.

The sample policies in this chapter are a **starting point** for your service to build or review its own policies and procedures to ensure compliance with regulatory and legislative requirements.

The policies are presented in 'Policy Groups' (refer to Sample Policy Contents as following the Contents page of this Manual). These are operational policy groups which do not always directly correspond with the Quality Areas. This is why a Checklist has been included (Appendix A), to help you see the sample policies as they align with each of the Quality Areas. Therefore, to know what policies you need to comply with particular Elements of the National Quality Standard, check under the Quality Area and the checklist will tell you which sample policy is relevant.

The 'Policy Groups' may be changed or broken up into different groupings to suit your service's document set-up and specific terminology.

In the sample policies given in the following pages, you will notice a 'Relevant Laws and other Provisions' section at the beginning of each sample policy. That section contains a list of cross-references to the laws, NQS requirements and other sample policies, which must be considered when drafting your own policy.

As part of your service's policy review process, check for any changes to the NQS, laws and/or other provisions which would require the update or addition of policies over and above those given in this Manual.

Throughout the sample policies in this chapter, the term Coordinator and/or Nominated Supervisor is given to the person held responsible for the day-to-day running of your service. Remember that ultimately the Approved Provider, through its board or executive committee members, is responsible for the overall program, operations and monitoring of the service.

This document has been developed as a guide only. Your service should always consult with children, staff members, families, management, venue operators and school and community bodies (as applicable) when developing or changing your service's policies and procedures.

1.1 Philosophy Statement



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011
- National Quality Standard
- 'My Time, Our Place': Framework for School Age Care in Australia

The service's statement of philosophy provides the foundation for all activities, policies and procedures of the service. Wherever there is uncertainty about policy or procedures, the service will reflect on the principles captured in their philosophy statement 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 and principles in mind.

(Insert name of service) believes that each child has the right to be an active member of the community in which they live, to express their opinions and to have their views considered in decisions that affect them.

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

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

We acknowledge that parents and families are the child's primary nurturers and that respectful, collaborative relationships strengthen the capacity and efforts of families and SAC services to support and promote each child's health and wellbeing.

We acknowledge through all aspects of service delivery, the intrinsic worth and strengths of all children and their families, and their right to equitable access and participation in the community.

The service believes that children have the right to have their individual and cultural identity recognised and respected. We value Australia's Aboriginal and Torres Strait Islander cultures as a core part of the nation's history, present and future.

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

1.2 Goals



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011
- National Quality Standard
- 'My Time, Our Place': Framework for School Age Care in Australia

(Insert name of service) bases its operations, program and practice on the following goals that promote the learning outcomes for children as outlined in the 'My Time, Our Place' Framework for School Age Care in Australia. Our goals are to encourage children to:

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

Policy Group **Children**

2

2.1 Respect for Children Policy

(Insert service name) recognises and acknowledges that the children, their wellbeing, health and safety are the main focus. Children are to be treated by educators and other staff members at all times with respect and dignity and as unique and valued individuals.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- 'My Time, Our Place' Framework for School Age Care in Australia
- *NQS Area: 1.1; 1.2; 2.1.1, 2.1.2; 2.3.4; 4.2.1; 4.2.2; 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 (Policy 3.1 – Educational Program Planning);
- Behavior expectations of the service (Policy 2.6 – Behaviour Support and Management); and
- The aesthetics of the physical environment of the service (NQS Area 3 – Physical Environment).

Educators will:

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

Date of Development	Date Ratified	Date of Review

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

The service regards as of utmost importance its role in the protection of children in its care. This includes the moral and legal duties to care for children associated with the service whilst not in the care of their parents or other primary caregivers, and to commit to the safety and wellbeing of children whilst attending the SAC service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Child Protection Act 1999 and Regulations 2000*
- *Family and Child Commission Act 2014*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Duty of Care*
- *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 implemented so that the service employs suitable people and conducts adequate induction and orientation (see Policy Group 8);
- Ensuring educators are directed that, when setting up for all activities, there is a safe physical environment as far as reasonably foreseeable and practicable;
- Children are actively supervised to ensure that they are protected from harm caused by:
 - Physical injury; and/or
 - Harassment and other non-physical harm to the child, whether caused by other children, staff, parents of other children or any other person;
- Educators seek to ensure that they are not alone at the service with a child, except in an emergency;
- Educators will supervise all areas available to children;
- Written parental permission will be obtained for children to be photographed at the service. Photographs will be for service use only;

- Educators will instruct the children to inform them when going to the toilet and will ensure that the Children’s Toileting Policy (see Policy 4.9) is followed at all times; and
- Educators, ancillary staff and volunteers are to comply with legal requirements to hold, the appropriate child worker clearances under the Working with Children (Risk Management and Screening) Act 2000

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 *Working with Children (Risk Management and Screening) Act 2000*. The Coordinator 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 current clearances and suitability notices 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, Working with Children (Risk Management and Screening) Act 2000 and other relevant legislation.

Date of Development	Date Ratified	Date of Review

2.3 Educator to Child Ratios Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Duty of Care*
- 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 to child ratios, management will be guided by the Education and Care Services National Regulations 2011 and the Specific Provisions for Queensland (Part 7.5), which set out the following:

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

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

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

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

- The proposed route and destination for the excursion;
- Any water hazards and/or risks associated with water-based activities;

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

Date of Development	Date Ratified	Date of Review

2.4 Arrivals and Departures of Children Policy

The service's responsibility for the child begins when the child enters the premises, and ends when the child leaves the premises. For the safety and protection of children, and in keeping with Duty of Care considerations, the service has strict procedures regarding the arrival and departure of children and particularly the persons who may collect children from the service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *Australian Government Department of Education Children's Services Handbook*
- *Duty of Care*
- 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 to Child Ratios, 2.12 - Managing Duty of Care – Non-Attending Children, 2.14 – Bookings and Cancellations.



Procedures

HOURS OF OPERATION

Before School Care: 7:00am – 9:00am

After School Care: 3:00pm – 6:00pm

Vacation Care: 7:00am – 6:00pm

Pupil Free Days: 7:00am – 6:00pm

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

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

Absences and non-signature sessions will be 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.

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 Supervisor/Responsible Person will contact a parent/guardian immediately to discuss.

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

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

Unauthorised Collection

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

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

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

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

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

Late Arrivals and Departures

If children who are booked in to the service for care have not arrived within ten minutes of expected arrival, the service shall implement a process for locating the child, such as a search of the classroom area and/or contacting the school office to see if the child attended school or had been collected during the day. If the child cannot be located, then the parent/guardian will be contacted on the numbers provided. If necessary the emergency contacts provided by parents/guardians will also be contacted.

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

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

Children Unaccounted for During the Program

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

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

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

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

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

Children Leaving Without Permission

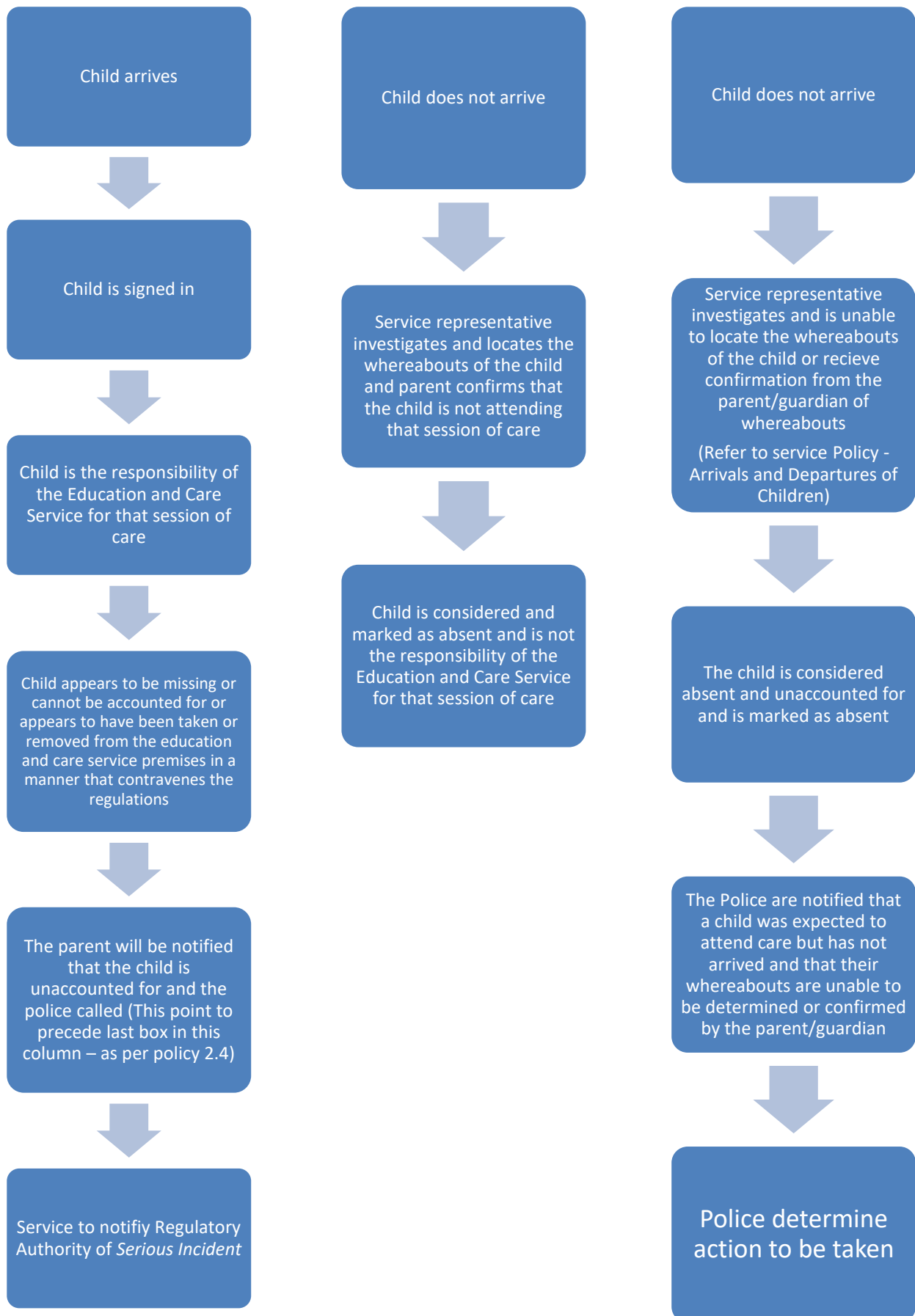
If a child leaves the service in any other circumstances and for any reason without permission, the Nominated Supervisor/Responsible Person will assess the situation immediately and will call the police and a parent / guardian as quickly as reasonably possible.

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

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

Date of Development	Date Ratified	Date of Review

2.4.1 OSHC Arrival and Accountability Procedure



2.5 Reporting of Child Abuse Policy

The service applies the following principles:

- The service recognises the complexity and sensitivity surrounding the issue of disclosure or suspicion of child abuse and appropriate reporting decision making processes;
- Whilst treating the interests of the child as paramount, the service must respect the reputation of all involved in disclosed or 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 suspicions or disclosures of child abuse and in conjunction with the Approved Provider seek professional advice from the Department of Child Safety; and
- The Nominated Supervisor, in conjunction with the Approved Provider will report immediately any serious injury, death or suspected harm to the Department of Education and Training - 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*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *Duty of Care*
- NQS Area: 2.3.2, 2.3.4; 4.2.1; 5.1.3; 5.2.3; 7.1.1, 7.1.2; 7.2.3, 7.3.
- Policies: 2.2 - Statement of Commitment to the Safety and Wellbeing of Children and 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

The Coordinator shall ensure that the service and all educators have appropriate and up to date information regarding their obligations to report abuse.

Educators shall report all reasonably suspicious circumstances or allegations of abuse to the Nominated Supervisor and/or Approved Provider, 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.

Information will be shared and support sought with and from the school Principal.

If the Approved Provider/Nominated Supervisor is still concerned they will discuss their concerns with a person skilled in dealing with these situations (e.g. Department of Communities, Child Safety and Disabilities Services; Department of Education and Training - Early Childhood Education and Care)

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 Nominated Supervisor and representative of the Approved Provider will complete the relevant Notification of Serious Incident Forms and forward them immediately on to the Department of Education and Training - 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

2.6 Behaviour Support and Management Policy

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

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

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Duty of Care
- 'My Time, Our Place' Framework for School Age Care in Australia
- 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 to Child Ratios, 2.7 – Exclusion for Behavioural Reasons, 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 3.10 – Observational Recording, 4.6 – Medication, 5.2 - Food and Nutrition, 9.3 – Communication with Families, 9.5 – Complaints Handling.



Procedures

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

Educators involve the children as far as reasonably possible in developing behaviour expectations for the service.

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

Educators are required to discuss the behaviour expectations with the children on a regular basis, reinforcing why they are important.

Educators are required to:

- Model appropriate behaviour, including using positive language, gestures, facial expressions and tone of voice;
- Monitor children's play, pre-empting potential conflicts or challenging situations and support children to consider alternative behaviours;

- Constantly and consistently use positive guidance strategies when reinforcing the service behavior expectations;
- Support children to make choices, accept challenges, manage change, cope with frustration and to experience the consequences of their actions; and
- Acknowledge children through encouragement or reward when they make a positive choice in managing their own behavior.

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

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

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

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

In the case of an immediate or emergency response and as a last resort, physical restraint may need to be used for the safety of the child concerned, another child or others, including educators in the surrounding area. Educators have been trained in using safe techniques. Our physical restraint procedures are listed below;

Physical restraint may only be used in cases where;

- an immediate or emergency response requires it.
- as part of a child's individual plan, including prevention of self-harming behaviours.
- when other options have been considered such as allowing the child to withdraw or move away, or moving other people from the situation.
- after considering the welfare of child concerned, other children or people in the surrounding area, including educators.
- with such force as is reasonable under the circumstances and for the shortest length of time as necessary.
- in conjunction with teaching and reinforcement of alternative appropriate behaviour.

Educators at the service have trained in strategies to deal with situations involving behaviour management and the use of physical restraint as a last resort. Only educators who have participated in this training may use risk management procedures concerning physical restraint.

Educators should consider any issues that might exacerbate the situation such as;

- body language, tone of voice or facial expressions.
- child's sensitivity to sounds or touch.
- child's methods of communication.

Educators will also;

- assume a calm demeanour to avoid escalating child's behaviour.
- maintain appropriate observation or monitoring of the child during and after an incident of physical restraint.
- follow specific processes for Physical restraint as an immediate or emergency response.
- Follow specific processes for Physical restraint as a planned response including prevention of self-harming behaviours.
- not be permitted at any time to use other measures of physical, verbal or emotional punishment or practices that demean, humiliate, frighten or threaten a child.

Date of Development	Date Ratified	Date of Review

2.7 Exclusion for Behavioural Reasons Policy

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

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

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- 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 Support and Management Policy, the unacceptable behaviours continue:

- The Approved Provider 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 Coordinator, parent and child to discuss possible strategies.

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

Physical danger to child or others

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

The child will be excluded from the program effective immediately and the lifting of the exclusion will be at the discretion of the Coordinator and Approved Provider.

Exclusion from school

For services located on a school site, if the Coordinator 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; and
- Contact the parent to confirm exclusion from the service (in accordance with Principal's direction).

Date of Development	Date Ratified	Date of Review

2.8 Anti-bullying Policy

The service has a duty of care to all children who attend as well as educators and staff who work within the service. The service is committed to providing a safe and caring environment, which fosters respect for others. This service will not tolerate bullying behaviours. We are committed to providing a supportive program for all stakeholders including targets, bullies and witnesses.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- Child Protection Act 1999 and Regulations 2000
- Family and Child Commission Act 2014
- *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 victim from further harm;
- Assist the bully to change his/her behaviour; and
- Keep a record of bullying behaviour by completing a service incident report.

Children will be encouraged to

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

Parents will be encouraged to

- Encourage their child to report if they are bullied;

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

Responding to a bullying incident

The service is committed to implementing positive and permanent solutions to bullying. Educators, children and parents will work together to stop all bullying as part of the 'zero tolerance' approach.

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

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

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

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

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

Date of Development	Date Ratified	Date of Review

2.9 Inclusion and Anti-bias Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- QLD Anti-Discrimination Act 1991
- 'My Time, Our Place' Framework for School Age Care in Australia
- *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 Coordinator of the family and child's cultural and/or language requirements at the time of enrolment;
- Inform the Coordinator of the family and child's additional needs at the time of enrolment or whenever identified;
- Be encouraged to contribute to the program and operation of the service by sharing information about their individual needs; and
- Be informed via parent handbook, 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 in in-service training;
- Self –evaluate and monitor their biases concerning gender, stereotypes or other differences between children;
- Ensure their behaviours comply with the service's policies and code of conduct;
- Utilise the parent's expertise in relation to their child's needs and communicate effectively with parents;
- Collaborate with the local community of the service;

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

Management will

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

Date of Development	Date Ratified	Date of Review

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

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

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Family and Child Commission Act 2014
- Child Protection Act 1999 and Regulations 2000
- 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, in particular ensuring that all educators are aware of the existence and application of the current child protection law and any obligations they may have under that law.

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

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

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

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

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

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

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

Date of Development	Date Ratified	Date of Review

2.11 Including Children with Special/Additional Needs Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Disability Discrimination Act 1999
- QLD Anti-Discrimination Act 1991
- *Inclusion and Professional Support Program Guidelines (2013-2016)*
- *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 parent/guardian will be required to provide relevant information upon enrolment which pertains to the child’s special/additional needs. This shall be in response to appropriate questions on the enrolment form and included as part of an interview process.

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

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

Parent/guardian permission shall be requested should the service wish to make contact with the Inclusion Support Provider (ISP). This shall be in the format as required by the ISP.

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

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

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

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

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

Date of Development	Date Ratified	Date of Review

2.12 Managing Duty of Care – Non-attending Children Policy

The service recognises that on occasion, children not enrolled in or attending the SAC service may seek assistance from the educators or Coordinator. For whatever reason assistance is sought, the SAC employees shall at all times be required to observe both their duty of care and statutory obligations to the best of their knowledge and capacity to ensure the safety and wellbeing of the child.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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



Procedures

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

- Follow school procedure by sending children to the office if they are not booked into service; and
- 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 school office is unattended, the Coordinator shall observe the following procedure when recording self-referred children as attending and who are currently enrolled at the service:

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

If the school office is unattended, the Coordinator shall observe the following procedure when observing their duty of care for self-referred children who are not currently enrolled in the 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 activities of the service; and
- Call the police for support when a reasonable time has passed without any notification.

Date of Development	Date Ratified	Date of Review

2.13 Use of Photographic and Video Images of Children Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Family and Child Commission Act 2014*
- *Privacy Act 1988 and Regulations 2013*
- *Child Protection Act 1999 and Regulations 2000*
- *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/guardians shall be required to authorise permission for images of their children to be taken and used by the service on relevant enrolment forms and documentation. Parents/guardians shall also be informed of the procedure for processing photographic images.

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

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

Employees of the service shall only be permitted to photograph children using equipment owned solely by the SAC service or school (if shared equipment).

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

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

Date of Development	Date Ratified	Date of Review

2.14 Bookings and Cancellations Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Australian Government Department of Education Children's Services Handbook*
- *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

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

All staff shall be trained in the taking and management of bookings and these shall be recorded on appropriate forms and lists.

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 pattern of attendance.

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 prescribed by the Australian Government Department of Education through the Child Care Services Handbook.

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

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

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

- B. Families will be given an opportunity to confirm and rebook their permanent days from the previous year. Should confirmation not be received by the advertised date, these days will become vacancies and a new booking will be required; OR
- C. All permanent bookings for before and after school care will roll over and continue into the new school year unless otherwise informed by the parent/guardian.

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

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

- From a parent/guardian/authorised persons; and
- Verbally, in writing or by text message.

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 relation to Vacation Care and Pupil Free Days, bookings shall:

- Be completed on an appropriate booking form distributed with the program; and
- (If appropriate) Attract a fee discount for all bookings paid in advance prior to the start of the Vacation period (see Policy 10.4 – Fees).

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

Bookings for vacation care excursions will not be taken without the designated deposit or fee.

Cancellations for vacation care excursions must be made with 7 working days' notice or a fee, equal to the fee for that session will be charged and any money paid may be forfeited.

Cancellations on the day of the excursion will be charged the full fee for the session and the full excursion cost.

Absences from Child Care

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

- 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); and
- 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;
- Supporting documentation (where required) is provided; and
- They are days on which care would otherwise have been provided.

Permanent Cancellation of Care

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

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

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

Date of Development	Date Ratified	Date of Review

2.15 Children's Property and Belongings Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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



Procedures

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

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

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

The service shall inform parents/guardians 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 when belongings need to be placed in storage e.g. lunch box into bag;
- Provide suitable storage to keep safe (at parent/family or child request) any item of personal belonging which is either special, expensive or at risk of being damaged;
- Ensure that participation in service activities and experiences does not willfully damage belongings; and
- Provide protective equipment such as painting smocks for relevant activities.

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

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

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

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

Date of Development	Date Ratified	Date of Review

2.16 Promoting Protective Behaviours Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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



Procedures

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

Coordinators and educators support children's personal safety through:

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

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

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

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

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

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

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

Date of Development	Date Ratified	Date of Review

2.17 Children Accessing the Internet Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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



Procedures

Definitions

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

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

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

Service Responsibilities

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

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

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

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

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

The service will have clear guidelines on the use of children's personal belongings, including mobile devices.

Educator Responsibilities

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

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

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

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

Family Responsibilities

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

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

References

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

Date of Development	Date Ratified	Date of Review

2.18 Cyber-bullying Policy

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

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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



Procedures

Definitions

‘ICT’ - information and communication technology.

‘Cyber-bullying’ - involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.

Cyber-bullying might occur over the internet, in instant messaging (IM), chat rooms, social networking sites, blogs, gaming sites, over the phone by SMS or MMS, by email or via other technologies.

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

- It is invasive, can occur 24/7 with a person being targeted at home, work or anywhere;
- It can involve harmful material being widely and rapidly disseminated to a large audience. For example, rumours and images can be posted on public forums or sent to many people at the ‘press of a button’; and
- It can provide the bully with a sense of anonymity and distance from the victim so there is a lack of immediate feedback or consequences.

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

Service Responsibilities

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

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

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

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

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

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

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

Educator Responsibilities

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

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

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

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

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

Family Responsibilities

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

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

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

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

References

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

Date of Development	Date Ratified	Date of Review

2.19 Children's Media Viewing Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Act 2014*
- Child Protection Act 1999 and Child Protection Regulations 2000
- Copyright Act 1968
- 'My Time, Our Place' Framework for School Age Care in Australia
- *Duty of Care*
- *NQS Area: 1.1.1; 1.1.2; 1.1.3; 1.1.5; 1.1.6; 2.3.1; 2.3.2; 4.2.1; 5.1.3; 5.2.1; 6.1.2; 6.2.1; 7.3.5*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.15 – Children's Property and Belongings, 3.1 – Educational Program Planning, 6.2 – Provision of Equipment and Resources, 9.3 – Communication with Families.*



Procedures

Definitions

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

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

Service Responsibilities

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

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

The service will ensure that children's media viewing is incorporated as part of a varied and balanced program designed to enhance children's learning and experiences while in care.

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

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

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

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

Educator Responsibilities

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

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

Family Responsibilities

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

References

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

Date of Development	Date Ratified	Date of Review

2.20 Supervision of Children Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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



Procedures

Definition

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

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

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

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

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

When planning activities and the necessary supervision requirements, the Coordinator/responsible person in charge will ensure consideration is given to the design and arrangement of the indoor and outdoor environment to ensure it supports active supervision by educators.

The number of supervising educators for activities will be determined through consideration of:

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

For high-risk and excursion activities, a risk assessment will be completed.

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

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

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

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

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

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

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

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

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

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

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

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

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

References

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

Date of Development	Date Ratified	Date of Review

2.21 Children's Transition to OSHC Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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



Procedures

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

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

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

As part of the enrolment process, an enrolment pack will be provided to families. The enrolment pack includes the service's Family Handbook, Children's Handbook, educator information and policies and procedures that are relevant and important for families.

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

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

- Meet the Coordinator and educators of the service;
- Tour the approved areas of the service including both indoor and outdoor areas;
- View the service routines such as breakfast or afternoon tea; and

- Observe children involved in activities.

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

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

Children starting at the service who are in Prep will be escorted to the classroom on being signed out from Before School Care and escorted from the classroom to After School Care by an educator. Educators will support children to follow classroom expectations and teacher routines (e.g. bag/lunchbox storage, handing in homework, etc.).

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

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

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

Date of Development	Date Ratified	Date of Review

2.22 Departures of Children with Self Care Arrangements Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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



Procedures

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

- The service will require that the parent provide the following information along with the consent to depart notification:
 - The date/s and times of departure;
 - The child's destination;
 - Expected length of journey to destination (time and distance);
 - Mode of transport i.e. on foot or bicycle; and
 - Name and date of birth of older sibling collecting the child (if applicable);
- The child will be signed out by an educator upon leaving the premises;
- The parent will be notified (by phone, text or email) that the child has left the premises;
- The parent will be asked to phone the service once they have been notified that their child has arrived safely at home or at their next activity;
- The service will provide families with information (by way of fact sheet) regarding children, siblings and self-care arrangements and ask that families use this information as a basis for determining the capacity of their child/ren to be left in self-care arrangements; and

- The service acknowledges that families may use their discretion in determining the capacity of their own children to enter into self-care arrangements.

References

Department of Education and Training. (2015, February). *Tip sheet for Parents - Home alone*. Retrieved from deta.gov.au: <http://deta.qld.gov.au/earlychildhood/pdfs/tip-sheets/pts-home-alone.pdf>

Date of Development	Date Ratified	Date of Review

2.23 Interactions with Children Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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



Procedures

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

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

The Coordinator shall:

- Guide educator professional development and practice to promote interactions with children that are positive and respectful; and
- Establish practice guidelines that ensure interactions with children are given priority and those interactions are authentic, just and inclusive irrespective of difference.

Educators, volunteers and other staff will:

- Respond sensitively and appropriately to children's efforts to communicate, and to initiate interactions and conversations;
- Encourage children to initiate conversations about their experiences, express their ideas and feelings, share humour and seek assistance as they take on new challenges;
- Organise routines, as well as planned and spontaneous experiences, to maximise opportunities for meaningful conversations between children and educators as well as ensuring children have equal opportunity to engage in one to one and small group conversations with educators;
- Participate in play using children's cues to guide their level and type of involvement while always maintaining a positive approach when responding to children and offering assistance;
- Collaborate with children about routines, activities and experiences, encouraging children to make choices and decisions;
- Ensure meal times are relaxed and unhurried with opportunities for educators to sit and talk with children;

- Use techniques such as sign/body language and other resources/tools to support children with special/additional needs to communicate effectively;
- Encourage children to participate in enjoyable interactions with their peers, respond positively to other's ideas, negotiate roles and relationships, contribute to shared play and develop friendships;
- Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration, alternative perspectives and social inclusion;
- Listen attentively and give full attention to children as they engage in interactions and conversation; and
- Use their interactions with children to support the maintenance of home languages and learning English as a second language;

Supporting Children through Difficult Situations

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

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

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

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

Date of Development	Date Ratified	Date of Review

2.24 Children's Participation and Decision Making Policy

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

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

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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



Procedures

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

The Service will:

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

Educators will:

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

Date of Development	Date Ratified	Date of Review

2.25 Statement of Intent for Children's Play Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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



Procedures

Definition

"Play is a freely chosen, personally directed, intrinsically motivated behavior, normally associated with recreational pleasure and enjoyment"

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

Service Responsibilities

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

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

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

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

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

Educator Responsibilities

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

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

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

When planning play opportunities for children, educators will:

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

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

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

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

References

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

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

Wikipedia. (2015, September 20). *Wikipedia*. Retrieved from Play (Activity): [https://en.wikipedia.org/wiki/Play_\(activity\)](https://en.wikipedia.org/wiki/Play_(activity))

Date of Development	Date Ratified	Date of Review

3.1 Educational Program Planning Policy

Using the approved learning framework, My Time, Our Place: Framework for School Age Care in Australia, the appointed Educational Leader of a SAC service, in consultation and collaboration with educators, children and families, plans, designs and delivers programs that cater to the diversity of ages, 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 in Australia
- 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, evaluation, development and implementation of programs and experiences for the children consistent with this policy and, in particular, which:

- Demonstrate that the five learning outcomes provide a focus for the activities and experiences planned for individuals and groups of children;
- Takes a holistic view of children's learning, focusing on their physical, personal, social, emotional and spiritual wellbeing;
- Are built around routines, i.e. arrival, hand washing, eating, play etc.;
- Includes a variety of activities and experiences that promote effective hygiene practices, good nutrition and healthy lifestyles;
- Includes activities which would normally be a part of the life of children during hours outside of school (this is particularly relevant during Vacation Care where excursions become an important part of the program);
- Demonstrates flexibility in program delivery by incorporating children's ideas, culture and interests to ensure the experiences are relevant and engaging;

- Promotes the children’s sense of belonging, connectedness and wellbeing by taking an interest in the individual needs, interests, diversity, views and abilities of the children;
- Provides a variety of indoor and outdoor experiences, open ended resources, natural elements and materials suited to the age, developmental ranges and diversity of all children attending the service;
- Provides appropriate opportunities for children as individuals and small groups to follow and extend their interests;
- Provides appropriate opportunities for children to participate in physical play, accepting and acknowledging each child’s level of participation according to their abilities and interest;
- Provides appropriate opportunities for children to express themselves through creative and imaginative play, including elements of music, dance, drama, etc.;
- Provides appropriate opportunities for children to develop a range of life skills such as establishing and maintaining meaningful relationships, working collaboratively with others and self-regulating their own behavior;
- Takes account of necessary modification and enhancements identified through the Program and Documentation Evaluation Policy (see Policy 3.2), as well as spontaneous child-initiated opportunities and moments of intentionality 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; and
- Applies the principle of equal opportunity to the service’s program. Children, regardless of gender, cultural, racial, religious or other background, will be encouraged to participate in a wide range of activities.

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

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

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

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

Date of Development	Date Ratified	Date of Review

3.2 Program Documentation and Evaluation Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- 'My Time, Our Place' Framework for School Age Care in Australia
- Privacy Act 1988 and Regulations 2013
- *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, enrolment forms and/or other effective means.

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

Educators will be required to critically reflect on and evaluate activities both planned and spontaneous, by using various methods including (but not limited to) observations, experience evaluations and learning stories, to ensure the identified learning outcomes for each child are promoted. Critical reflection involves closely examining all aspects of events and experiences from different perspectives.

Children's learning experiences and activities are documented in a variety of ways to assist with ongoing reflection, evaluation and assessment of their strengths, interests, behaviours and relationships. Documented experiences will be collated and displayed for families and children.

Children's comments, suggestions and feedback are recorded 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 Coordinator/Educational Leader at any time with any comments, complaints or suggestions relating to the programs provided by the service.

The Coordinator/Educational Leader will, on a regular basis at team meetings:

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

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

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

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

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

Date of Development	Date Ratified	Date of Review

3.3 Educator Practice Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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

Educators will be supported in their daily practice to:

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

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

Date of Development	Date Ratified	Date of Review

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

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

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

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

Date of Development	Date Ratified	Date of Review

3.5 Excursions Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- 'My Time, Our Place' Framework for School Age Care in Australia
- Family and Child Commission Act 2014
- Work Health and Safety Act 2011 and Regulations 2011
- *Duty of Care*
- *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 viable to all families.

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

The Approved Provider will approve all excursions.

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

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

Prior to an excursion

A risk-assessment must be conducted

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

- The proposed route and destination for the excursion;
- Any water hazards and/or risks associated with water-based activities;

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

Authorisation from parent or other, with authorisation as per enrolment form, to take the child outside of the service will be sought.

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

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

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

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

All Educators attending the excursion must read and sign off on the relevant and specific excursion risk assessment/s.

The Coordinator/Supervisor will ensure the excursion checklist is completed prior to departing for the excursion.

During the Excursion

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

- First aid kit, medications and forms, and medical management plans and medical devices as required;
- Attendance record/roll and staff roster;
- Emergency contact details and numbers for children and staff; and
- A telephone or access to one.

The service camera may be taken on the excursion for educators to record and document children's experiences.

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

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

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

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

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

After the Excursion

Educators will complete an excursion evaluation summary after the excursion has been completed.

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

Date of Development	Date Ratified	Date of Review

[Insert name of service]

3.5.1 Excursion Permission Form

Planned Excursions for the holiday period.

For the service to take your child on an excursion and away from the OSHC premises your written authorisation is required. Please complete the form below and return it to OSHC as soon as possible as spaces may be limited.

****Please note****

- A day cancellation of booking period applies.
- Risk assessments for each planned excursion are available for viewing at the OSHC office.

I give permission for my child/ren to participate in the excursion/s as indicated below:

Excursion date:	Excursion venue and address:		
Proposed activities to be undertaken:			
Method of transport:	Departure time:	Return time approx.:	
Period of time the children will be away from the service:			
Anticipated number of children to attend:	Anticipated educator to child ratio:		
Anticipated number of staff and adults to accompany and supervise the children:			
Write the name of each of your children who will attend this excursion:			
1.			
2.			
3.			
4.			
Parent/Guardian Name:	Signed:	Date:	

Excursion date:	Excursion venue and address:		
Proposed activities to be undertaken:			
Method of transport:	Departure time:	Return time approx.:	
Period of time the children will be away from the service:			
Anticipated number of children to attend:	Anticipated educator to child ratio:		
Anticipated number of staff and adults to accompany and supervise the children:			
Write the name/s of each of your children who will attend this excursion:			
1.			
2.			
3.			
4.			
Parent/Guardian Name:	Signed:	Date:	

3.5.2 Excursion Checklist

Prior To Excursion	Required/Not Required ✓/*	Person Responsible	Date Completed	Actions
Identify expected benefits of attending this excursion				e.g. After excursion evaluation, assess the benefits as measured against the learning outcomes
Visit to excursion site: ✓ Accessibility to water ✓ Accessibility to toilets				e.g. Toilets must be checked throughout the day
Risk Assessment completed as per regulatory requirements: ✓ Proposed route and destination of excursion ✓ Water hazards ✓ Transport to and from venue ✓ Number of adults attending ✓ Number of children attending ✓ Ratio of educator to child ✓ Proposed activity ✓ Length of time of excursion				
Specific Risks To Be Considered: ✓ Vehicle accident ✓ Weather extremes ✓ Sunburn ✓ Dehydration ✓ Lost child ✓ Fire ✓ Venomous creatures ✓ Illness/Accidents ✓ Child protection				
Authorised by management				
Parent permission form distributed				
Swimming Ability Form distributed (if required)				
Equipment Check: ✓ First aid kit ✓ Mobile phones ✓ Walkie-talkies ✓ Camera				

On Excursion Day	Required/Not Required ✓/*	Person Responsible	Completed	Actions
Parent permission form returned				
Swimming ability form returned (if required)				
Emergency contacts folder (educators, volunteers and children)				
First aid kit				
Medication				
Sunscreen				
Mobile phones				
Walkie-talkies				
Injury/illness/trauma forms				
Camera				
Details of transport company				
Details of Venue				
Transport ✓ Notice of service details for display on bus ✓ Seat belt check ✓ Vehicle registration and notice of Road Worthiness ✓ Driver's license and authorisation ✓ Alternative arrangements in case of breakdown				
Drink Bottles				
Hats				
Shoes				
Roll Call				Throughout Day
Code of Conduct explained to educators and children				
Emergency procedures explained to educators and children				
Emergency excursion kit e.g. spare clothes, towel				
Master list of all attending excursion to be given to each group				
Day procedure and Emergency Contact Plan for each group				
Children with special needs ✓ Anaphylaxis. Check venue for possible allergens				

<ul style="list-style-type: none"> ✓ Staff in attendance with anaphylaxis training ✓ Mobility. Does venue have suitable access? ✓ Other- Is there an action plan in place and are staff trained to carry out any procedures if necessary. 				
Wristbands for children with service, mobile phone and coordinator details.				
Evaluations completed by all stakeholders after excursion.				

Activity	Ratio	Rationale

Rationale for Educator/Child Ratio

3.5.3 Educator Excursion Evaluation

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

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

Would you make any changes to the excursion?

Would you recommend this excursion in the future?

Yes

No

Educator name.....

Sign.....

Date.....

3.6 Transport for Excursions Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *QLD Transport Operations (Road Use Management) Act, 1995*
- *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.

“C” Class vehicles will not be used to transport children during whole group excursions. A recognised transport company (e.g. Cab Company) may be used during senior excursions as the number of children attending is low. There will be at least one educator qualified in first aid present in each taxi or maxi taxi when transporting children to and from the appropriate venues and OSHC service during these excursions.

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

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

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

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

Excursion educator to child ratios will also apply during transportation.

Vehicle breakdown and/or accident

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

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

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

Date of Development	Date Ratified	Date of Review

3.7 Physical Activity Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- 'My Time, Our Place' Framework for School Age Care in Australia
- Physical Activity and Sedentary Behaviour Guidelines for Children 5-12 years
- *Duty of Care*
- *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; and
- Support children to create their own games and experiences.

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

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

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

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

Amount and types of physical activity

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

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

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

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

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

Safe and supportive environments

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

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

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

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

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

Drinking water is readily available with educators encouraging children to access it.

A well maintained first aid kit is on hand at each activity session.

Equipment

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

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

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

Learning about physical activity

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

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

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

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

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

Date of Development	Date Ratified	Date of Review

3.8 Extra-curricular Activities Policy

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

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *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

Parents/guardians shall be responsible for informing the service of any extra-curricular activities that the child/ren may be involved in whilst enrolled and registered to attend the service. This may be done by completing an Activities Escort Form. (See 3.8.1)

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

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

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

- The accessibility and availability of educators to fulfil such functions;
- Legislative implications for the service such as maintaining ratios;
- Any financial implications or impacts on the service;
- Any negative impacts on other children attending the service who are not directly involved in the extra-curricular activity; and
- Manageability.

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

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

Date of Development	Date Ratified	Date of Review

3.8.1 Extra-Curricular Activities Escort Form

I give permission for my child (insert child's name) to leave the care of (insert name of service) in order to participate in extra-curricular activities at the school during these times:

I will collect my child when the activity finishes: (please circle) YES NO

Day	Period/Dates of Activity		Activity child will be participating in	Timeframe	
	Start date	finish date		Start	Finish
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					

- I have reminded my child to ensure that they do not leave the service until their name is marked off by an educator.
- I have reminded my child that they will be escorted to the activity by an educator and that they are to follow any directions given to them whilst en route to and from the activity.
- I understand whilst away from the service participating in this activity, my child will not be under the care of (insert name of service).
- I understand that responsibility for my child will once again be that of the service once my child is collected from the activity and returns to the service.
- I understand that I will still be charged for the time that my child is away from the service participating in extra-curricular activities.
- I undertake to ensure that I notify the service if and when this arrangement changes.

Parent/Guardian name and signature: _____

Date: _____

Coordinator's name and signature: _____

Date: _____

3.9 Creative and Expressive Arts Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- 'My Time, Our Place' Framework for School Age Care in Australia
- *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: 2.1 – Respect for Children, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 6.2 – Provision of Resources and Equipment.*



Procedures

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

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

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

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

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

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

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

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

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

Date of Development	Date Ratified	Date of Review

3.10 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 in Australia
- Privacy Act 1988 and Regulations 2013
- *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, 2.6 – Behaviour Support and Management, 2.10 – Reporting Guidelines and Directions for Handling Disclosure and Suspicions of Harm, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 3.1 – Educational Program Planning, 3.2 – Program and Documentation Evaluation, 8.1 – Role and Expectations of Educators.*



Procedures

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

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

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

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

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

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

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

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

Date of Development	Date Ratified	Date of Review

3.11 Escorting Children Policy

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

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Guardian Act 2014*
- *Duty of Care*
- *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 service’s premises, including for the purposes of excursions (see 3.5.1 and 3.8.1).

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

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

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

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

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

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

Date of Development	Date Ratified	Date of Review

3.12 Sustainability Practices Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Environmental Protection Act 1994 and Regulation 2008*
- *NQS Area: 1.1; 3.3*
- *Policies: 3.1 – Educational Program Planning, 3.3 – Educator Practices, 6.5 – Use and Maintenance of Air Conditioning, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.3 – Communication with Community, 9.6 – Parent and Community Participation.*



Procedures

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

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

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

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

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

Date of Development	Date Ratified	Date of Review

3.13 Water Activities and Safety Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Guardian Act 2014*
- *Duty of care*
- *NQS Area: 2.3.1, 2.3.2; 4.1.1*
- *Policies: 2.3 – Educator Ratios, 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educator Practices, 3.5 – Excursions, 3.7 – Physical Activity, 4.8 – Sun Safety, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance.*



Procedures

The Nominated Supervisor/Coordinator will:

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

Educators will:

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

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

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

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

Swimming Activities

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

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

Date of Development	Date Ratified	Date of Review

3.14 Valuing Diversity, Culture and Reconciliation Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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



Procedures

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

Coordinators and educators support children's cultural experiences through:

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

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

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

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

- Identifying the local elders within the community;
- Building a relationship with local elders and exploring ways in which these elders can share in the service's plan for reconciliation;
- Including an 'Acknowledgement of Country' in appropriate ceremonies and events; and

- Other aspects as seen relevant to promoting respectful partnerships between the service and the Aboriginal and Torres Strait Islander community.

Date of Development	Date Ratified	Date of Review

3.15 Cooking with Children Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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



Procedures

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

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

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

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

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

Date of Development	Date Ratified	Date of Review

4.1 General Health and Safety Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Child Protection Act 1999 and Regulations 2000*
- *Duty of Care*
- *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/guardians advise any particular health issues (including medications, special dietary or other requirements) and any other specific needs of their children.

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

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

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

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

Educators will ensure that equipment is:

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

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

Educators will actively supervise all areas which children are accessing.

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

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

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

Date of Development	Date Ratified	Date of Review

4.2 Infectious Diseases Policy

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

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *National Health and Medical Research Council (NHMRC) 'Staying Healthy in Childcare' 5th 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 Coordinator will ensure they keep up to date with information on infectious diseases within the community through accessing the Commonwealth Government Department of Health (see www.health.gov.au) and Queensland Health (www.health.qld.gov.au).

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

Reporting

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

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

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

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

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

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

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

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

Exclusion

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

- For children, their parents/guardians will be asked to immediately collect their child and seek medical advice;
- For educators and staff, they will immediately be released from work in order to seek immediate medical attention and for the period of the infectious disease;
- For parents or other adults, they will be required to leave the premises of the service immediately and not re-enter the premises unless and until they are no longer suffering from the infectious disease; and
- If a duly qualified and registered medical practitioner diagnoses an infectious disease, the child/educator shall be excluded for the recommended period (as per NHMRC guidelines).

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

Immunisation

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

Parents will be asked to provide to the service a copy of their child’s immunisation status records.

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).

Date of Development	Date Ratified	Date of Review

4.3 Hygiene Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Work Health and Safety Act 2011*
- *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 and securely disposed of immediately after use.

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

Hand Hygiene

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

Soap and Water

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

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

Hand Rubs

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

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

- Apply the recommended amount onto dry hands;
- Rub hands together so the hand rub comes in contact with all parts of the hands; and
- Keep rubbing until the cleaner has evaporated and hands are dry.

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

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

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

Date of Development	Date Ratified	Date of Review

4.4 Preventative Health and Wellbeing Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Duty of Care*
- *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.

Ear Care

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

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

Dental Health

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

- Providing appropriate pamphlets on dental health and hygiene in the parent sign in area;
- Providing water at snack times and encouraging swishing of mouth with water after eating;
- Encouraging fruit and vegetable consumption;
- Accessing dental health and hygiene programs to utilise within the service program; and

- Regularly informing parents/guardians about the service's procedure in relation to dental care through newsletters, verbal communication and face-to-face meetings.

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

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

Service Environment

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

'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 and pantry area will be cleaned once a week.

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

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

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

Recycled items (e.g. toilet rolls for craft activities) which were used, or suspected to have been used, in a non-hygienic environment, will not be used at the service.

There will be suitable disposal facilities for first aid waste such as adhesive dressing, bandages, and/or blood soaked tissues and wipes. These will be disposed of immediately.

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

Date of Development	Date Ratified	Date of Review

4.5 Incident, Illness, Injury or Trauma Policy

The service proactively strives to avoid injuries or trauma occurring at the service, and to minimise the impact of injuries, illnesses and trauma by responding appropriately and as quickly as possible. The rights and responsibilities of parents with respect to injuries, illnesses or trauma of their children is acknowledged and will be taken into account in administering all procedures.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Child Protection Act 1999 and Regulations 2000
- QLD Community Ambulance Cover Act 2003
- *Duty of Care*
- *First Aid Code of Practice 2004*
- *NQS Area: 2.1.1, 2.1.2, 2.1.4; 2.3.3; 4.2.1; 6.1.1; 6.2.1; 7.1.2; 7.2.3; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 3.10 – Observational Recording, 4.6 – Medication, 4.10 – Anaphylaxis Management, 4.10 – Anaphylaxis Management, 4.11 – Emergency Health and Medical Procedure Management, 4.13 – First Aid Waste Management, 4.14 – Infectious Diseases Response Strategy, 4.15 – Asthma, 9.2 – Enrolment, 10.8 – Information Handling (Privacy and Confidentiality).*



Procedures

Definitions

Incident: Any unplanned event resulting in or having potential for injury, ill health, damage or other loss.

Injury: Any physical damage to the body caused by violence or an incident.

Trauma: An emotional wound or shock that often has long-lasting effects or any physical damage to the body caused by violence or an incident.

Minor incident: An incident that results in an injury that is small and does not require medical attention (e.g. adhesive dressing).

Parental Permission

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

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

On occasion, it may be necessary for a child to have an Individual Medical Action Plan. These plans must be provided by the parent/guardian and be developed in collaboration with the family medical practitioner. Information contained may relate to management plans surrounding conditions such as anaphylaxis, asthma, diabetes, epilepsy or any other medical condition. Permission will be obtained from the parent/guardian to display this where staff can easily familiarise themselves with the health issue.

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

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

First Aid

At least one educator with a current first-aid and CPR qualification, and anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2011*, will be in attendance at any place children are being cared for, and immediately available in an emergency at all times children are being cared for by the service.

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

The Coordinator will, or delegate a qualified educator to, ensure that the following are kept at the service at all times, and are accessible to the educators but not to children:

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

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

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

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

- If necessary, the Coordinator, or Person-in-Charge, will contact the parents/guardians to collect their child as soon as possible; and
- The child will be kept under adult supervision and their condition monitored until the parent's arrival.

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

- In the case of a child requiring emergency medication (Epipen, Ventolin etc.), steps as per individual medical management plans will be immediately followed;
- The Coordinator, or Person in Charge, will call an ambulance;
- All attempts will be made to notify the parents; and
- If parents are unable to accompany the child to the hospital, the Coordinator, or first aid qualified educator who administered the first aid, will accompany the child provided that they leave at least one educator who is qualified in first aid at the service and that the educator to ratios are still met.

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

Recording and reporting incidents, injuries, illness or trauma

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

The information which must be included on the report after a child is involved in an incident, suffers an injury, illness or trauma at the service is:

- The child's name;
- Date and time of accident/incident;
- Details of accident/incident;
- Parents/guardians contacted;
- Treatment and outcome of accident/incident;
- Staff signature and witness signature; and
- Parent's signature confirming knowledge of accident.

The information contained in the incident, accident, injury or trauma report forms must not be used for any purpose except strictly in accordance with this policy, the Privacy Policy (see 10.8 – Information Handling (Privacy and Confidentiality) and any other relevant policies of the service.

For incidents that may require minor first aid (e.g. ice-pack/adhesive strips), an entry must be made in the first aid record book, located with the service first aid kit. Information to be included in the first aid record book may include:

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

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

The Coordinator is responsible for the obligation under section 174 (4) of the *Education and Care Services National Law Act 2010* to report to the relevant Regulatory Authority if a child dies, or suffers an injury at the service for which treatment from a medical practitioner was obtained, or ought reasonably to have been sought.

Date of Development	Date Ratified	Date of Review

4.5.1 Incident Management Flowchart



4.5.2 Incident /Injury /Trauma /Illness Report

Child's Name	Date of Birth
Incident Time	Incident Date

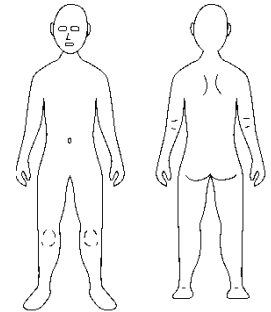
This form must be completed as soon as practicable after the incident/injury/trauma/illness occurs.

Incident/Injury/Trauma - Circumstances leading to the incident/injury/trauma:

Name/s of Witness	Signature	Date
Name/s of attending staff member/s	Signature	Date

Nature of injury: please circle below and indicate on picture

- Cut Abrasion/Scrape Bruise Bite
- Swelling Burn Rash Other
- Other (please specify



Illness - Circumstances surrounding the child becoming ill, including apparent symptoms:

Time Illness Identified	am/pm

Action taken in relation to the incident, injury, illness or trauma - Details of initial action taken including first aid and/or administration of medications, and by whom:

Observed changes in child's condition

Time of observation	am/pm
Apparent condition at time of observation	

Subsequent action taken - Details of subsequent action taken including first aid and/or medication, and by whom:

Time of observation am/pm
Apparent condition at time of observation

Subsequent action taken - Details of subsequent action taken including first aid and/or medication, and by whom:

Time of observation am/pm
Apparent condition at time of observation

Medical Advice Sought Yes No

Details

Details of person completing this record –

(The **person in charge of the service** at the time of the incident should complete this section)

Name	Signature	
Position	Date	Time

Notification of parent/ Guardian/ emergency contact –

Parent/ Guardian Name - _____

Time	am/pm	Phone	Email	In person	<input type="checkbox"/> Successfully Notified	<input type="checkbox"/> Unsuccessful Notification
Time	am/pm	Phone	Email	In person	<input type="checkbox"/> Successfully Notified	<input type="checkbox"/> Unsuccessful Notification
Time	am/pm	Phone	Email	In person	<input type="checkbox"/> Successfully Notified	<input type="checkbox"/> Unsuccessful Notification
Time	am/pm	Phone	Email	In person	<input type="checkbox"/> Successfully Notified	<input type="checkbox"/> Unsuccessful Notification

Emergency Contact Name - _____

Time	am/pm	Phone	Email	In person	<input type="checkbox"/> Successfully Notified	<input type="checkbox"/> Unsuccessful Notification
Time	am/pm	Phone	Email	In person	<input type="checkbox"/> Successfully Notified	<input type="checkbox"/> Unsuccessful Notification
Time	am/pm	Phone	Email	In person	<input type="checkbox"/> Successfully Notified	<input type="checkbox"/> Unsuccessful Notification
Time	am/pm	Phone	Email	In person	<input type="checkbox"/> Successfully Notified	<input type="checkbox"/> Unsuccessful Notification

Parental Acknowledgement

I (name of parent/guardian)			
Have been notified of my child's (please circle)	Injury	Trauma	Illness

4.6 Medication Policy

In the interests of the health and wellbeing of the children, the service will only permit medication to be given to a child if it is in its original packaging with a chemist label attached. The chemist label must state the child's name, dose of medication required and expiry date.

The service will work collaboratively with families, and with the parent's written authorisation, enabling children to self-administer medications.



Relevant 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/guardians to advise the service of particular health needs, including medication, for their children.

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

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

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

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

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

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

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

Children self-administering medication

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

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

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

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

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

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

Date of Development	Date Ratified	Date of Review

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

4.6.1 Medication Authority and Administering Form

Parent/guardian name	Phone number
Signature	Date
Educator receiving medication	
Signature	Date
Coordinator Name	Signature

4.7 Keeping of Animals Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Duty of Care*
- *Check local authority regulations, e.g. Brisbane City Council by-laws on keeping relevant animals*
- *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 Coordinator will ensure that any animal, which poses an unacceptable health or safety risk to any child in the service is safely isolated or removed immediately.

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

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

Keeping of animals

The service will only keep animals:

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

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

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

Stray animals

In the case of a stray domestic animal (e.g. dog or cat), educators will appropriately remove and/or restrain it (if safe to do so). Attempts will be made to contact the owners of the animal (if known) or local authorities for collection.

Stray animals will be restrained in an area away from the children and provided with adequate water.

Wildlife

In the case of a wild animal (e.g. snake, possum, bird), educators will monitor the whereabouts of the animal to ensure it doesn't pose a risk to children and others. Local wildlife authorities will be contacted for further advice and assistance.

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

Date of Development	Date Ratified	Date of Review

4.7.1 Chicken Coop Cleaning and Maintenance

In recent times, many OSHC providers and schools are enriching their programs and embedding sustainable practices into their day to day work with children and families. One of these practices includes keeping chickens. Services are encouraged to implement good health and hygiene practices when caring for and handling chickens at the service.

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act (2010) and Regulations (2011)*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.1.3, 2.1.4; 2.3.2; 3.1.2.*
- *Policies: 4.1 – General Health and Safety, 4.3 – Hygiene, 4.4 – Preventative Health and Wellbeing, 6.2 – Provision of resources and Equipment, 6.3 - Work, Health and Safety.*

Procedures

When cleaning the coop, consideration should be given to:

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

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

Coop cleaning process to be followed:

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

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

Guidelines for handling chickens

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

References

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

Date of Development	Date Ratified	Date of Review

4.8 Sun Safety Policy

Rationale

Queensland has the highest rate of skin cancer in the world. Of all new cancers diagnosed in Australia each year, 80 per cent are skin cancers. Given that children may be in care during peak ultraviolet radiation (UVR) times throughout the day, education and care settings play a major role in both minimising children's UVR exposure and providing an environment where policies and procedures can positively influence long-term behaviour.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Research shows that sunburn contributes to skin cancer and other forms of skin damage such as sunspots, blemishes and premature ageing. Most skin damage and skin cancer is therefore preventable.

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

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

As children will spend a portion of their day outdoors, we are committed to protecting them from harmful effects of the sun. The service will provide a SunSmart environment that supports sun safe practices and create an awareness of the need to reschedule outdoor activities to support sun safe practices.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011*
- *Duty of Care*
- *Cancer Council Queensland's SunSmart Policy Guidelines – Early Childhood Cancer Council Australia*
- *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/guardians will be asked to provide for their child a broad brimmed SunSmart hat which protects the face, neck, ears and crown of the head and encourage them to wear it. No caps.

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

Educators will ensure that all children, staff and visitors attending the service are protected from the harmful UV effects of the sun during the recommended times of the day. The Coordinator will:

- Inform parents of our Sun Safety Policy when children are enrolled. The Sun Safety Policy will be included in the enrolment package information;
- Ensure all sun protection measures are applied to children, staff and visitors while outside when the UV level is 3 or above, which in Queensland, is all year round including:

- Wearing adequate SunSmart clothing and making use of shaded and/or covered areas;
 - Wearing broad-brimmed hats that protect the face, neck and ears; and
 - Applying SPF 30+ broad-spectrum, water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours (with parent/guardian permission and allergy safe as required).
- Incorporate education programs that focus on skin cancer prevention and early detection into the program;
 - Ensure all staff, children and visitors act as positive role models and demonstrate SunSmart protective measures (as above) when attending the service; and
 - Ensure that adequate shade is provided during outdoor events including excursions.

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

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

References

Cancer Council Queensland SunSmart Policy Guidelines – Early Childhood,
http://www.cancerqld.org.au/icms_docs/54255_Early_Childhood_Settings_SunSmart_Policy_Guidelines_.pdf

Date of Development	Date Ratified	Date of Review

4.9 Children's Toileting Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Family and Child Commission Act 2014*
- Child Protection Act 1999 and Regulations 2000
- *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, 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of children form Harm, 2.3 – Educator Ratios, 2.11 – Including Children with Special/Additional Needs, 3.5 – Excursions, 4.3 – Hygiene, 9.2 – Enrolment, 9.3 – Communication with Families*



Procedures

Educators shall check the toilet facilities for safety prior to the commencement of the daily program/s including before school, after school and vacation care.

All children shall be 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; and
- The staff member shall lock the entrance to the toilet. If this is not possible then a sign shall be placed outside the toilet to notify children that an educator is using the toilet and that they cannot be accessed at this present time by children.

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

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

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.)

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

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

Escorting children to the toilet

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

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

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

Assisting children with toileting

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

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

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

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

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

Toileting on excursions

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

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

Date of Development	Date Ratified	Date of Review

4.10 Anaphylaxis Management Policy

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

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Health (Drugs and Poisons) Regulation 1996*
- *Family and Child Commission Act 2014*
- *NQS Area: 1.1.5; 2.1.1, 2.1.4; 2.2.1; 2.3.2, 2.3.3; 4.2.1; 6.1.1; 6.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 4.5 – Illness and Injury, 4.6 – Medication, 4.11 – Emergency Health and Medical Procedure Management, 5.1 – Food Handling and Storage, 9.2 – Enrolment, 10.8 – Information Handling (Privacy and Confidentiality), 10.9 – Risk Management and Compliance.*



Procedures

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

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

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

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

The service will ensure that at least one educator with a current first-aid qualification and CPR qualification, anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2011*, will be in attendance at any place children are being cared for, and immediately available in an emergency, at all times that children are being cared for.

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

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

- Not allow children to trade or share food, utensils or food containers;
- Prepare food in line with a child's medical management plan;
- Request families to label all drink bottles and lunch boxes with their child's name;
- Consider whether it's necessary to change or restrict the use of food products in craft activities, science experiments and cooking experiences so children with allergies may participate;
- Instruct educators preparing food about measures necessary to prevent cross contamination between foods during the handling, preparation and serving of food;
- Ensure that all food preparation areas and utensils are regularly cleaned and sanitised (as per Policy 5.5 Cleaning and Sanitising);
- Monitor attendances to ensure that meals/snacks prepared at the service do not contain identified allergens when those children are in care; and
- Where a child is known to have a susceptibility to severe allergy or anaphylactic reaction to a particular food, the service will develop policy and implement practice for the management of children, educators or visitors bringing foods or products to the service containing the specific allergen (e.g. nuts, eggs, seafood)

Each child shall have the appropriate medication including Epipen (or Anapen) accessible to educators.

All expiry dates of auto injector devices accessible at the service will be closely monitored. Parents will be notified immediately of an impending expiry dates of these devices and provision to the service of an up to date device arranged.

Appropriate medication shall be stored at the service for each child in clearly labeled and marked containers, in a location that is known to educators and easily accessible to adults but inaccessible to children.

The service will ensure families with children at risk of anaphylaxis, and all educators receive a copy of the Medical Conditions Policy and Anaphylaxis Management Policy as part of their orientation/induction to the service.

Risk minimisation practices will be carried out to ensure that the service is, to the best of our ability, providing an environment that will not trigger an anaphylactic reaction. These practices will be documented, discussed at team meetings and potential risks reduced.

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

In circumstances where EPIPENS are transported between the child's school/home and the service, the medication shall be signed in and out of the service in appropriate record books by educators. Parents/guardians may be requested to provide a spare pen to be kept at the service. If these arrangements are not suitable, a risk management strategy shall be devised to ensure:

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

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

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

Adrenaline auto-injectors for general use

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

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

- A child who is known to be at risk of anaphylaxis does not have their own device immediately accessible or the device is out of date;
- A second dose of adrenaline is required before an ambulance has arrived;
- The child's prescribed device has misfired or accidentally been discharged;
- A child previously diagnosed with mild allergy (who was not prescribed an adrenaline auto-injector) has their first episode of anaphylaxis; and/or
- A child with no previous diagnosis suffers a first episode of anaphylaxis and was not previously known to be at risk.

References

Australian Society of Clinical Immunology and Allergy. (2014). *Adrenaline Autoinjectors for General Use*. Retrieved from Australian Society of Clinical Immunology and Allergy: http://www.allergy.org.au/images/pcc/ASCIA_PCC_Adrenaline_Autoinjectors_General_Use_2015.pdf

Date of Development	Date Ratified	Date of Review

4.10.1 Medical Conditions Risk Minimisation Plan

Child's name:	Date of Birth:
1. What is the specific health care need, allergy or relevant medical condition that this assessment addresses?	
2. Does the child need dietary modifications? (if yes, please comment in sections below)	
3. Risk – What are the issues and/or the actual/potential situations that could lead to a medical emergency?	
4. Strategy – What can be done to reduce these risks? What resources are needed?	
5. Who – Who needs to be included in the process? Why?	
Unsafe Foods and Meals (if applicable):	
Safe foods and meals (if applicable):	

Educator's name and signature: _____ **Date:** _____

Parent's name and signature: _____ **Date:** _____

All educators have been made aware of this medical conditions risk minimisation plan and understand the risk, plan to minimise the risk and how to respond if a risk has been detected.

Nominated Supervisor name and signature: _____ **Date:** _____

4.11 Emergency Health and Medical Procedure Management Policy

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

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Health (Drugs and Poisons) Regulation 1996*
- *Work Health and Safety Act 2011*
- Family and Child Commission Act 2014
- *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 (medical management plan) shall be clearly displayed for managing emergency situations which shall include information about:

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

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

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

- Medication administration documentation.

The service will ensure that at least one educator with a current first-aid and CPR qualification, anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2011*, is in attendance at any place children are being cared for, and immediately available in an emergency, at all times care is being provided by the service.

Medication shall be taken as required on excursions in an appropriately secured/locked container readily accessible to administering educators.

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

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

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

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

Date of Development	Date Ratified	Date of Review

4.12 Non Smoking Policy

To maintain the ongoing health and wellbeing of children, families, educators and community members, the service actively encourages and provides a smoke free environment. This demonstrates a commitment to the health and wellbeing of all who use the service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011*
- *Family and Child Commission Act 2014*
- *Tobacco and Other Smoking Products Act 1998 and Other Smoking Products Amendment Bill 2004*
- *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 non-smoking policy.

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

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

Date of Development	Date Ratified	Date of Review

4.13 First Aid Waste Management Policy

The service acknowledges the need to manage first aid waste effectively to prevent cross infection or contamination from waste materials. Such materials shall include, but not be limited to protective adhesive strips, bandages, swabs, cotton buds/balls and ice packs.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Work Health and Safety Act 2011*
- *First Aid Code of Practice 2004*
- *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); and
- 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 disposable gloves to manage incidents of first aid involving waste materials as identified.

When conducting first aid, educators shall:

- Remove required items to be used to manage first aid from the first aid kit;
- Place items in/on a non-contaminated dish or surface;
- Clean the injured area of the person using principles of first aid as per policy/ procedure and training e.g. wiped with sterile swab etc. (Refer to First Aid Manual/Book);
- The used swab or like shall be placed in the lined first aid waste bin; and
- Change gloves if changing the type of activity they are managing with first aid e.g. cleaning to bandaging. These gloves should also be placed in the first aid waste bin.

Date of Development	Date Ratified	Date of Review

4.14 Infectious Diseases Response Strategy Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Australian Government Health Guidelines*
- *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. Refer to the supporting information below.

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

Supporting information on Pandemic Phases

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

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

<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

4.15 Asthma Management Policy

The service strives to provide a safe and suitable environment for all children attending the service. Children diagnosed with asthma who attend the service will be supported with the management of this medical condition and endeavours will be undertaken to create an asthma friendly environment in accordance with the recommendations of the Asthma Foundation of Queensland.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulation 2011*
- *Duty of Care*
- *Work Health and Safety Act 2011*
- *Health (Drugs and Poisons) Regulation 1996*
- *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 approved education on asthma and appropriate management strategies as identified on the ACECQA website.

All children diagnosed with asthma must have a medical management plan outlining what to do in an emergency and developed in consultation with families, educators and the child's medical practitioner. Each plan shall be displayed in a clearly accessible area with approval from the child's family/guardian.

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

The service will ensure all families of children identified with asthma, and the educators at the service, receive a copy of the Medical Conditions Policy and Asthma Policy as part of their orientation/induction to the service.

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

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

If the procedure outlined in the child's medical management plan does not alleviate the asthma symptoms, or the child does not have a medical conditions management plan, an educator will provide first aid following the steps outlined by Asthma Australia as follows:

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

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

The service will ensure that an emergency asthma first aid kit is stored in a location that is known to all educators, easily accessible to adults but inaccessible to children. The emergency asthma first aid kit should contain:

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

Expiry dates of all puffers used will be closely monitored and replaced when expired.

Puffers and spacers from the emergency asthma first aid kit must be thoroughly cleaned after each use to prevent cross contamination.

All asthma medication provided by families and administered by educators and/or self-administered by the child with the condition, must be in accordance with the Medication Policy (see Policy 4.6) of this service.

Risk minimisation practices will be carried out to ensure that the service is, to the best of our ability, providing an environment that will not trigger an asthmatic attack. These practices will be documented, discussed at team meetings and potential risks reduced where possible.

References

Victoria, A. F. (n.d.). *Asthma and the Child in Care Model Policy*. Retrieved from Asthma foundation: <http://www.asthma.org.au/Portals/0/doc/Resources/2013%20Child%20in%20Care%20Model%20Policy%20%28Version%202%29.pdf>

Date of Development	Date Ratified	Date of Review

4.16 Vehicle Restraint Policy

The service promotes safety in the transporting of children in vehicles during the operation of program activities. In support of current legislation restraint measures will be implemented that reduce the effects of serious injury or death in the event of a crash.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Transport Operations (Passenger Transport) Act 1994 and Regulations 2005*
- *Family and Child Commission Act 2014*
- *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; and
- Should the back seat have two child restraints fitted and there be no room for a third child restraint, a non-tethered booster seat or booster cushion can be used, providing the child using the booster seat is between four and seven years of age.

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

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

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

- Bus transport with 13 or more seats does not need to be fitted with seatbelts and/or child restraints; and
- The restraint provisions for four to seven year 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 kg. Children who are four (or more) years of age but below the indicative weight range may be recommended the forward facing child restraint with built-in harness. Children who are seven (or more) years of age, within the indicative weight range may still require the recommended child restraint.

References

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

Date of Development	Date Ratified	Date of Review

4.17 Medical Conditions Policy

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

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

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

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Duty of Care*
- *National Law Act 2010 and National Regulations 2011*
- *NQS Area: 1.1.5; 2.1, 2.2.1; 3.1.1, 3.2.1; 4.1, 4.2.1; 5.1, 5.2; 6.1, 6.3.3; 7.2.1, 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 2.11 – Including Children with Special/Additional Needs, 4.1 - General Health and Safety, 4.2 - Infectious Diseases, 4.1 – General Health and Safety, 4.3 - Hygiene, 4.4 - Preventative Health and Wellbeing, 4.6 – Medication, 4.10 – Anaphylaxis Management, 4.11 – Emergency Health and Medical Procedure Management, 4.15 – Asthma, 2.20 – Supervision of Children, 5.1 – Food Handling and Storage, 5.6 – Menu Development, 7.1 – Emergency Equipment and Facilities, 8.4 – Educator Professional Development and Learning, 8.10 – Employee Orientation and Induction, 9.2 – Enrolment, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance 10.24 – Privacy..*



Procedures

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

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

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

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

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

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

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

Identifying Children with Medical Conditions

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

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

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

- The service administration area – available in the child's enrolment record and displayed visibly on the wall behind the office door;
- The staff room or noticeboard (if applicable);
- Inside the kitchen (for children with food related conditions); and/or
- In the SAC room (with parent/guardian permission).

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

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

Medical Management Plan

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

The medical management plan should be developed in consultation with the child's registered medical practitioner with the procedures to follow from the medical practitioner documented in the medical management plan. The medical management plan should include the following:

- A photo of the child;
- Details of the specific health care need, allergy or relevant medical condition including the severity of the condition;
- Any current medication prescribed for the child;

- What may trigger the allergy or medical condition (if relevant);
- Signs and symptoms to be aware of as well as the response required from the service in relation to the emergence of symptoms;
- Any treatment/medication required to be administered in an emergency;
- The response required if the child does not respond to initial treatment;
- When to call an ambulance for assistance; and
- Contact details of the doctor who signed the plan.

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

Risk Minimisation Plan

A risk minimisation plan must be developed in consultation with the parent/guardian of a child with specific health care needs, allergies or other relevant medical conditions to ensure that:

- Any risks relating to the child's specific health care need, allergy or relevant medical condition are assessed and minimised;
- If relevant, practices and procedures for the safe handling, preparation, consumption and serving of food are developed and implemented;
- The parent/guardian is notified of any known allergens that pose a risk to a child and strategies for minimising the risk are developed and implemented; and
- All educators are able to identify the child, and know the location of the child's medical management plan and medication.

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

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

Medical Conditions Communication Plan

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

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

Management of Medical Conditions

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

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

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

Diabetes

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

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

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

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

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

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

Skin Rashes

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

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

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

When observing the rash, educators should note:

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

- Where is the rash now (e.g. head, neck, abdomen, arms, legs).

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

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

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

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

Eczema

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

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

Educator Training and Qualifications

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

The Coordinator will ensure that, at least one educator with the required first aid qualifications, anaphylaxis management and emergency asthma management training as prescribed under *Education and Care Services National Regulations 2011* is in attendance at any place children are being care for, and immediately available in an emergency, at all times children are being cared for.

References

State Government Victoria. (2013, September). *National Quality Framework - Children with Medical Conditions Attending Education and Care Services*. Retrieved from Department of Education and Early Childhood Development:

<http://www.education.vic.gov.au/Documents/childhood/providers/regulation/nqfmedicalconditionsfactsept2013.docx>

University of Wollongong. (2013, August). *Medical Conditions Policy*. Retrieved from UniCentre - University of Wollongong:

<http://unicentre.uow.edu.au/content/groups/public/@web/@unic/@mrkt/documents/doc/uow146296.pdf>

Date of Development	Date Ratified	Date of Review

4.18 First Aid Policy

The service acknowledges its responsibility to ensure appropriate procedures are in place for managing all incidents requiring first aid treatment. Therefore a proactive approach is taken in ensuring all educators are aware of their responsibilities, are suitably trained in first aid response and have access to appropriate first aid resources and equipment.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Work Health and Safety Act 2011*
- *First Aid in the Workplace Code of Practice 2014*
- *NQS Area: 2.1.1, 2.1.3, 2.1.4; 4.2.1; 7.1.2; 7.3.5.*
- *Policies: 4.5 – Illness, Injury, Incident or Trauma, 4.11 – Emergency Health and Medical Procedure Management, 6.3 – Workplace Health and Safety*



Procedures

First aid supplies and resources

As per regulatory requirements, the service shall ensure there is an appropriate number of suitably equipped first aid kits that are accessible for use within the service. As per the *First Aid in the Workplace Code of Practice 2014*, the first aid kit should contain (as a minimum):

- Instructions for providing first aid including cardio-pulmonary resuscitation (CPR) flow chart;
- Adhesive strips (assorted sizes) for minor wound dressing;
- Splinter probes (single use, disposable);
- Non-allergenic adhesive tape for securing dressings and strapping;
- Eye pads for emergency eye cover;
- Triangular bandage for slings, support and/or padding;
- Hospital crepe or conforming bandage to hold dressings in place;
- Wound/combine dressings to control bleeding and for covering wounds;
- Non-adhesive dressings for wound dressing;
- Safety pins to secure bandages and slings;
- Scissors for cutting dressings or clothing;
- Kidney dish for holding dressings and instruments;
- Small dressings' bowl for holding liquids;
- Gauze squares for cleaning wounds;
- Forceps/tweezers for removing foreign bodies;
- Disposable nitrile, latex or vinyl gloves for infection control;
- Sharps disposal container for infection control and disposal purposes;
- Sterile saline solution or sterile water for emergency eye wash or for irrigating eye wounds. This saline solution must be discarded after opening;
- Resuscitation mask to be used by qualified personnel for resuscitation purposes;

- Antiseptic solution for cleaning wounds and skin;
- Plastic bags for waste disposal;
- Note pad and pen/pencil for recording the injured or ill person's condition and treatment given;
- Re-usable ice-pack for the management of strains, sprains and bruises. Re-usable or "one off use" ice-packs will be accessible for the management of strains, sprains and bruises.
- Digital thermometer

First aid information shall be easy to understand and accessible to educators. A variety of information methods may be used including verbal explanations and/or demonstrations, videos and posters (in plain English or other appropriate languages).

Risk assessments will be undertaken to identify the possibility of specific injuries and illnesses such as burns, eye injuries and/or poisoning occurring. In this instance, additional first aid kit contents and facilities may be provided.

The Coordinator /designated educator shall be responsible for completing a checklist of supplies for each first aid kit on a regular basis.

First aid responders

The service will ensure that at least one educator with a current first-aid and CPR qualification, anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2011*, is in attendance at any place children are being cared for, and immediately available in an emergency, at all times that children are being cared for by the Service.

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

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

Information about the service's first aid procedures and provisions shall be provided to educators through the induction process on commencement of employment.

Current information about specific risks in the workplace and any changes affecting the provision and use of first aid will be provided to educators on a regular basis.

Administering first aid

Procedures for administering first aid will be in accordance with the Injury, Illness, Incident or Trauma Policy of this service. The first aid procedures developed and implemented at the service are designed to:

- Preserve life;
- Ensure that ill or injured persons are stabilised and comforted until medical help intervenes;
- Monitor ill or injured persons in the recovery stage;
- Apply further first aid strategies if the condition does not improve; and
- Ensure that the environment is safe and that other persons are not in danger of becoming ill or injured.

All educators and volunteers shall be informed about first aid equipment and facilities via induction and the Educator Handbook;

The Coordinator and educators will ensure children are advised of what to do, where to go and whom to seek first aid assistance from, whilst in attendance at the service.

Children attending the service with identified health and/or medical conditions will be required to have a first aid action plan in place. This action plan will be followed in the event of first aid needing to be administered.

First aid records

All incidents requiring first aid treatment will be recorded on the appropriate child or educator reporting forms.

For incidents that may require minor first aid (e.g. adhesive strip /ice pack), an entry must be made in the first aid record book, located with the service first aid kit. Information to be included in the first aid record book may include:

- The child's name,
- The reason for and where on their person the first aid was applied, and
- Educator name and signature.

First aid incident reports will be reviewed by the Coordinator on a periodic basis in order to identify areas or practices of the service that are likely to give rise to injury or illness. Such periodic reviews will also be used to:

- Review safety procedures for preventing further problems;
- Implement safer and healthier work practices; and
- Identify where first aid facilities and services are most needed;

First aid records relating to incidents involving educators will be kept in their staff file and maintained for workers' compensation purposes.

A copy of the first aid record shall accompany an injured or ill person if the person is transferred to a medical service or hospital.

Employees shall be given a copy of their first aid record or have access to that record on request. The original copy of the first aid record shall be retained at the Service.

The parent/guardian of a child shall be given a copy of their first aid record or have access to that child's record on request. The original copy of the first aid record shall be retained at the Service.

Date of Development	Date Ratified	Date of Review

4.19 Childhood Immunisation Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Public Health Act 2005 (QLD)*
- *A New Tax System (Family Assistance) Act 1999*
- *Duty of Care*
- *NQS Area: 1.1.5; 2.1.1, 2.1.3, 2.1.4, 2.3.2; 4.2.1; 6.1.1, 6.1.3; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 4.2 – Infectious Diseases, 4.4 – Preventative Health and Wellbeing, 4.14 – Infectious Diseases Response Strategy, 9.2 – Enrolment, 9.3 – Communication with Families, 10.8 – Information Handling (Privacy and Confidentiality), 10.9 – Risk Management and Compliance.*



Procedures

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

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

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

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

Vulnerable Children

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

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

- Refused or cancelled;
- Accepted, with attendance refused until proof of up-to-date immunisation status is provided; or

- Accepted, with specific conditions in place. Specific conditions may include restricting care during an outbreak of infectious disease at the service.

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

Medical Contraindication

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

Conscientious Objection

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

Date of Development	Date Ratified	Date of Review

5.1 Food Handling and Storage Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Local Authority (e.g. Brisbane City Council) Food Handling By-laws*
- *Australian and New Zealand Food Standards – Chapter 3 Food Safety Standards (Australia only)*
- *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

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

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

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

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

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

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

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

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

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

After opening, perishable items will be suitably covered and refrigerated, and non-perishable items will be stored in airtight containers in the food storage/pantry area. All items will be clearly labelled to include food items name and date stored and/or use by/expiry date.

The service will ensure regular pest and vermin maintenance is conducted to prevent contamination.

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

The refrigerator, stove/oven, microwave and pantry will be cleaned weekly. As part of the weekly refrigerator and pantry clean, foods will be rotated according to their use-by date.

The 'use-by' dates of all foods for use at the service will be carefully monitored. Foods noted with expired 'use-by' dates will be suitably disposed.

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

Food Recall

The service shall monitor foods purchased for any associated recall alerts. Recall alerts may be distributed via television, newspaper and radio communications from the manufacturer or recognised health authority.

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

References

www.foodstandards.gov.au/foodstandards/foodstandardscode.cfm

Date of Development	Date Ratified	Date of Review

5.2 Food and Nutrition Policy

This service recognises and acknowledges the importance of providing food that is both nutritious and appropriate to the needs of the children. The service encourages and promotes the health and wellbeing of children by providing positive learning experiences during meal/snack times where good nutritional food habits are developed in a happy, social environment. Parents are supported to understand the benefits of this approach to nutrition for their children.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Australian Dietary Guidelines (NHMRC 2013)*
- *Physical Activity Nutrition Outside School Hours (PANOSH) (2012)*
- 'My Time, Our Place' Framework for School Age Care in Australia
- *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 by the Approved Provider with families, educators and the community.

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

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

The Coordinator will report to the Approved Provider in respect of the Nutrition Policy at least once a year, and whenever a change is made to this Nutrition Policy, following consultation with educators, parents and recognised nutrition authorities.

Recommended food

Information about healthy food choices is gathered from recognised authorities (i.e. Australian Dietary Guidelines, Nutrition Australia, PANOSH).

Services may also choose to reference the Queensland Education initiative '*Smart Choices - Healthy Food and Drink Supply Strategy*'. <http://education.qld.gov.au/schools/healthy/docs/smart-choices-strategy.pdf>

Provision of healthy and varied food choices

Where the service provides food, educators will seek to provide food which:

- Is healthy, balanced, varied, age appropriate and consistent with the Australian Dietary Guidelines;
- Includes a good balance of fresh foods, as opposed to pre-packaged and prepared foods; and
- As far as reasonably possible, accommodates the special dietary needs of children which the service has been made aware, or becomes aware of.

Service menus are planned ensuring that food provided is varied and encompass the main food groups as per the Australian Dietary Guidelines. Families, children and educators are encouraged to contribute ideas for the menu.

For all foods and beverages provided by the service to the children, e.g. breakfast, afternoon tea and/or additional foods provided during vacation care and/or as part of cooking activities, a weekly menu will be displayed which accurately describes the foods to be provided.

Foods provided to the children during vacation care will be decided upon following consultation with management and families of the service.

The Coordinator will discuss with all parents/guardians any food allergies and restrictions (including cultural or religious) which are required by the parent/guardian to be enforced at the service. Details of these restrictions will be noted on the enrolment form and passed on to educators. Food allergies will be accompanied by a letter from a medical practitioner or other health professional.

The Coordinator and educators will seek to accommodate all such reasonable nutritional needs.

Where children have special dietary needs which is not reasonable that the service meet, the Coordinator will consult with parents and where necessary, the meal will be supplied from home.

When parents provide food for their child, healthy food and drink choices are encouraged.

The eating environment

Social interactions will be encouraged during meal/snack times. Educators will spend this time interacting with the children and modelling good eating and social habits.

Children will be encouraged to use effective hand hygiene practices, prior to all snack/meal times.

To ensure safety, children will be encouraged to sit whilst eating and/or drinking.

Children eating food at the service, outside the regular meal times of the service, will be encouraged to use effective hand hygiene practices and to sit while eating.

Serving of food

Independence will be fostered by encouraging children to serve themselves food, under supervision from educators, using appropriate equipment, e.g. tongs, spoons, jugs etc.

Educators who serve food to the children will ensure hand hygiene procedures are followed and including use of tongs and/or gloves.

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

Involving children

Educators involve and consult children when planning the menu and/or food activities and experiences through group meetings and/or children suggestions.

Educators will facilitate children being involved in the preparing and serving of food through 'serve-yourself' routines and cooking activities.

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

Drinking Water

The Coordinator will ensure that children have ready access to cool drinking water and clean cups (if necessary).

Educators will encourage children to drink extra water during the summer months, supplying their own water bottle if necessary.

Educators will encourage parents to provide children with extra water to take with them on excursions.

Diverse cultural experiences

Food provided will include food from various cultures particularly those represented in the service and local community.

Families from other cultures within the service or wider community may be invited to participate in the program, providing children with food experiences from their own culture.

Food awareness activities will be chosen from a variety of cultures and may include:

- Different ways of serving the food (i.e. chopsticks);

- Different varieties of foods (e.g. feta cheese instead of cheddar); and
- Foods that may have significance within their culture (e.g. Anzac biscuits and their origin).

Communication with families

The food provided by the service is planned ahead and as per regulatory requirements, the menu is displayed in a prominent place for families and children.

Where parents/guardians are required to provide food for their children, the service will provide relevant nutritional information as well as suggestions for healthy food and drink choices.

If a child has special food needs e.g. cultural requirements or food allergies, the service will work with parents/guardians to develop a plan to meet the child's needs. Parents will inform the service of any changes.

Through the Family Handbook, parents/guardians are alerted to the service's Nutrition Policy, and invited to contact the Coordinator at any time to discuss any concerns or feedback in relation to the Nutrition Policy, of their child's particular dietary requirements for health, or any other reason.

The Coordinator will arrange at least one opportunity every twelve months for parents/guardians to have input into the Nutrition Policy.

Professional development

As per regulatory requirements, service management will ensure that educators are provided with adequate training and instruction in relation to food handling and storage procedures.

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

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

Food Experiences

Food will not be used in the service as punishment or reward for children.

Educators will encourage children to learn about food and nutrition through:

- Food awareness authorities being included in the service program (e.g. Nutrition Australia);
- Engaging children in conversations about healthy lifestyles and good nutrition; and
- Inclusion of children in service meal routines.

References

Please note: This policy has been developed in accordance with recommendations from the Australian *Dietary Guidelines (NHMRC 2013)* and the *Queensland Health PANOSH (Physical Activity and Nutrition Outside School Hours)* resource.

Date of Development	Date Ratified	Date of Review

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 program. Depending upon the nature of the food provided, the amount provided and the structure of the service, the implication of the Food Act 2006 may be that the service is 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*
- *Australian and New Zealand Food Standards – chapter 3 Food Safety Standards (Australia only)*
- *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 provided on 12 days or more of the financial year (Refer to Food Industry Fact Sheet 47). 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 provided is safe and suitable for consumption by complying with the Australia and New Zealand Food Safety Standards;
- Maintaining compliance with the National Quality Standard (not a requirement of the Food Act 2006); and
- 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 <http://www.health.qld.gov.au/ph/Documents/ehu/21883.pdf>).

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

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*
- *Australian and New Zealand Food Standards – Chapter 3 Food Safety Standards (Australia only)*
- *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

5.5 Cleaning and Sanitising Policy

The service acknowledges the need to provide a hygienic and safe environment, equipment and workplace for educators, children, families and visiting community members. Cleaning and sanitising is an important aspect of this process and will be applied to all food preparation practices and other high risk areas at the service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Work Health and Safety Act 2011*
- *Food Act 2006*
- *Australian and New Zealand Food Standards – Chapter 3 Food Safety Standards (Australia only)*
- *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

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

- Food preparation surfaces, utensils and eating equipment
- Bathrooms, toilets and basins;
- First aid waste management; and
- Areas where bodily fluids have been spilt.

Educators will be trained in the cleaning and sanitising processes to be applied to food preparation surfaces i.e. benches and cutting boards:

- Cleaning – Applying soap and water to the surfaces to remove dirt and grime; and
- Sanitising – Applying food grade disinfecting agent to remove residual dirt and germs.

The process for cleaning and sanitising food utensils will occur in the following way:

- Pre-clean – scrape, wipe or sweep away any food scraps and rinse with water;
- Wash – use hot water and detergent to take off any grease and dirt, soak if needed;
- Rinse – wash off any loose dirt or detergent foam;
- Sanitise – use a sanitiser to kill any remaining germs;
- Wash off sanitiser if required as per manufacturer instructions to see; and
- For utensils allow to drip dry.

The service shall follow the guidelines as recommended by Queensland Health for Cleaning and Sanitising as articulated in the resource: Cleaning and Sanitising (Food Industry Fact Sheet 11).

For services that have an installed dishwasher, the cleaning and sanitising process may be undertaken by ensuring the dishwasher has:

- A properly functioning temperature-activated sanitising cycle that has to sense a temperature of 65.6°C or above before the machine advances to the next step; or
- A water inlet temperature above 68°C if the machine has no sanitising cycle or has a sanitising cycle and forced airflow drying.

Please note: This policy and procedure shall not apply to general use/general purpose areas within the service such as tables, chairs, cupboards etc. unless the above-listed circumstances apply.

References

<http://www.health.qld.gov.au/foodsafety/documents/fs-11-cleaning.pdf> accessed 15/01/15

Australia New Zealand Food Standards Code – Chapter 3 (Appendix 4) – Cleaning and Sanitising Surfaces and Utensils.

Date of Development	Date Ratified	Date of Review

5.6 Menu Development Policy

The service recognises and acknowledges the importance of providing food that is both nutritious and appropriate to the needs of the children in attendance. In collaboration with educators, children and families, a service menu will be developed, consistent with the Australian Dietary Guidelines and inclusive of children’s health/medical issues relating to foods.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Australian Dietary Guidelines (NHMRC 2013)*
- *Smart Choices Healthy Food and Drink Supply Strategy for Queensland Schools*
- *NQS Area: 1.1.2, 1.1.3, 1.1.5; 1.2.2; 2.1.1; 2.2.1; 2.3.1, 2.3.3; 5.1.2, 5.1.3; 5.2.1; 6.1; 6.2.1; 6.3.2; 7.1.2; 7.3.2, 7.3.5.*
- *Policies: 2.11 – Including children with special/additional needs, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 3.14 – Valuing Diversity, Culture and Reconciliation, 4.10 – Anaphylaxis Management, 5.2 – Food and Nutrition, 5.3 – Food Act Compliance, 9.2 - Enrolment, 9.3 – Communication with Families, 9.6 – Parent and Community Participation.*



Procedures

Development of the service menu will occur in collaboration with educators, children and families.

The Approved Provider/Nominated Supervisor will ensure the food and beverages they provide at the service are healthy, balanced, varied, adequate, age appropriate and consistent with the Australian Dietary Guidelines and as far as reasonably possible, meets the needs of children with special dietary requirements.

The service will ensure that children have access to safe drinking water at all times.

Service menus are planned on a regular basis. A checklist (as provided in the PANOSH resource) is accessed to ensure that food provided encompasses all of the main food groups.

The Coordinator will ensure that the weekly menu is displayed for families and accurately describes the food and drinks being provided by the service.

Educators will be informed of children’s food allergies and/or restrictions (including cultural or religious) through a staff communication book/folder and regular team meetings.

Families, children and educators are encouraged to contribute recipes and suggestions to support a culturally diverse menu.

Educators will be provided with opportunities for professional development training relating to nutrition and food related issues.

Date of Development	Date Ratified	Date of Review

6.1 Space and Facilities Requirements Policy

The Approved Provider will ensure that the space and facilities used for the program and range of activities provided in keeping with the policies and procedures of the service are safe and stimulating. The environment accessible to all children will promote physical and psychological comfort.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *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 Approved Provider/Nominated Supervisor will ensure that the following are provided by the service:

- Indoor space of at least 3.25 m² of unencumbered space per child. Indoor spaces used by children will be well ventilated, have adequate natural light and are maintained at a temperature that is safe and reasonable;
- Outdoor space of 7m² of unencumbered space per child including adequate shaded areas;
- Playground equipment, swings and other large pieces of equipment are to be located over areas with soft fall surfaces as recommended by recognised safety authorities;
- Verandah areas may be included as either indoor OR outdoor space with the written approval of the Department of Education and Training - Early Childhood Education and Care;
- Adequate toilet, hand washing and drying facilities for children and educators and in particular that:
 - By location and design, allow for safe use by the children; and
 - Allow convenient access from both indoor and outdoor areas.
- Facilities that cater for soiled clothing including hygienic storage and inaccessibility to children;
- Adequate facilities that cater for the safe handling, preparation, storage and disposal of food and beverages;
- Facilities that provide adequate and safe drinking water will be provided at all times;
- Sufficient furniture, materials and equipment that are developmentally appropriate, inclusive and adaptable to ensure participation by every child in the program; and
- Adequate administrative space and facilities for the purposes of:

- Conducting the administrative functions of the service;
- Private and personal conversations with families; and
- Providing respite for coordinators, educators and/or volunteers.

The Nominated Supervisor/Coordinator will, in conjunction with the Approved Provider, ensure that the following are available at the service:-

- A telephone located inside the premises or one that is accessible at all times;
- Storage space close to play areas, with at least one lockable cupboard for valuable equipment;
- A lockable drawer or small cupboard for educator personal belongings;
- Area to display children’s artwork and a notice area for parents;
- Equipment and resources displayed in such a way that children can access them independently;
- A space for children to store their lunch/coat/bags etc.;
- Adequate lockable storage facilities for equipment, tools, first aid kit, medication and poisonous and dangerous substances;
- Lockable cupboard or filing cabinet for all child and family information (including enrolment forms), educator records and any other confidential records; and
- Adequate space for children to engage in rest and/or quiet experiences.

Date of Development	Date Ratified	Date of Review

6.2 Provision of Resources and Equipment Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *See relevant Australian Standards on equipment in the Service*
- *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 Coordinator will ensure that all equipment is regularly checked, cleaned and maintained in accordance with manufacturer’s instructions and otherwise as reasonably necessary to ensure that it remains in a safe and good working order.

Children will be encouraged to access outdoor areas which include natural elements such as trees, plants, edible gardens, sand, rocks, mud and water.

Safe storage and shelving will be provided to allow children to independently access equipment and resources.

The Coordinator will ensure that a wide range of real, commercial, natural, recycled and simple homemade materials are provided to support the children’s learning in a range of ways.

Date of Development	Date Ratified	Date of Review

6.3 Work Health and Safety Policy

For the protection of children, educators, management and the service as a whole, the service will ensure that its equipment, facilities and premises are safe and clean in keeping with the requirements of the *Work Health and Safety Act, 2011*. See also Policy 7.1 for specific obligations relating to emergency equipment and facilities. The service promotes health and safety awareness for all people involved in the service. Policies and procedures are developed and monitored to reflect safe work practices.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Work Health and Safety Act 2011, Manual Tasks Code of Practice 2010, Hazardous Substances Code of Practice 2003, Manual Tasks Involving the Handling of People 2001.*
- *Fire and Emergency Service Act 1990 and Building Fire Safety Regulation 2008 (Queensland), Electrical Safety Act 2002.*
- *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 Nominated Supervisor/Coordinator shall be responsible to act as the Health and Safety Representative for the service, or to ensure that there is, at all times, an educator or other appropriate person in relation to the service who is designated in this position, and who shall report directly to the Coordinator.

If the Coordinator or another team member of the service is acting in the role of Health and Safety Representative, the Coordinator shall ensure that person has adequate time, education/training and resources to ensure that she/he is able to fulfill the role as required by the legislation.

The Health and Safety Representative shall:

- Maintain, in a safe and accessible place, up-to-date records and materials as required by the legislation;
- Regularly check the website or other resources of the Queensland Department of Justice and Attorney General at <http://www.justice.qld.gov.au/>
- Monitor educator practices and ensure up to date information is distributed;
- Make recommendations to management on how to improve current systems;
- Ensure stairs and walkways are kept clear of furniture, equipment and clutter; and
- Ensure equipment is arranged with consideration to its purpose and in relation to other areas of play space.

The Educator Handbook and orientation and induction processes shall contain up-to-date information on the legislative requirements for workplace health and safety.

Dangerous Substances

The Coordinator must ensure that:

- All poisons, disinfectants, corrosive substances and other poisonous and/or dangerous substances and items are clearly labelled as per manufacturer safety instructions, kept out of reach of children and placed in a child proof storage facility.
- Risk assessments will be conducted for all dangerous substances used at the service and all educators trained in safe usage.
- Unused or unnecessary substances are disposed of in a safe manner.
- All hazardous substances must have a safety data sheet (obtained from the manufacturer) which will be kept close to the storage of the product. All hazardous substances are recorded in a register, including a copy of the relevant safety data sheet. .
- Storage of medications and service first aid kit/s, are accessible to educators but not to children.

Maintenance

The Coordinator will be responsible to ensure that the service has adequate heating, ventilation and lighting at all times.

The Coordinator 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 including 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 6.3.1).

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

Hazards identified from daily safety checklists (see 4.1.1 and 4.1.2) will be brought to the Coordinator's attention by the educator. The Coordinator will complete a hazard report form (see 6.3.2) and forward it to the relevant authority (school and/or Approved Provider).

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

Facilities and equipment assessed to have potential for injury will not be used or action is taken to allow for 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 Coordinator 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 Coordinator will be responsible to ensure that:

- Specified electrical equipment is inspected, tested and tagged by a competent person at prescribed intervals and immediately withdrawn from use if it is not safe to use; and
- Specified electrical equipment is connected to a type 1 or 2 safety switch. The safety switch must be tested at prescribed intervals and withdrawn from use if not working properly.

Educators will be instructed in the safe use and storage of electrical equipment associated with their work.

The Coordinator shall ensure that all fire safety equipment (extinguishers and blankets) are tagged and tested and in accordance with the *Building Fire Safety Regulation 2008*.

Manual Handling

Management will ensure that all team members have adequate training in relation to safe lifting and manual handling techniques used at the service. Educators must use lifting equipment (e.g. hoist, devices with wheels) as advised by management for use.

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

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

Sharps/Dangerous Objects

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

The Coordinator will make available at the service a sharps disposal kit consisting of disposable gloves, appropriate tongs and a strong puncture proof plastic container with a screw top lid.

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.

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; and
- 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;
- Seek medical advice; and
- Follow the safe disposal procedures as above and take the needle or syringe with you to the doctor.

References

Manual Handling Reference: Enable Consultation Services Research and Publishing Unit. Manual Handling and People Transfers for Workers and Other People Movers.

Sharps/Dangerous Objects reference: Healthy Living NT, Safe Sharps Disposal fact sheet, <http://www.healthylivingnt.org.au/content/?action=getfile&id=235>

Date of Development	Date Ratified	Date of Review

6.3.1 Playground Maintenance Checklist

Checklist must be completed on a regular basis with identified hazards being reported to the Coordinator

<u>Staff Name</u>	Day of week:			Week ending:		
	PLAYGROUND AREA 1			PLAYGROUND AREA 2		
<u>Site</u>	Y/N	What Action Required	Priority High/Low	Y/N	What Action Required	Priority High/Low
Is the site well drained?						
Is the site free from debris and foreign objects?						
Is there any vandalism?						
Is the area free from trip hazards?						
Is the area free from stinging/biting insects?						
Is shade structure intact and in good repair?						
<u>SURFACE</u>						
Is there sufficient soft-fall to meet specifications (300mm depth)						
Is the soft-fall spread evenly?						
Is the soft-fall free from foreign objects?						
<u>EQUIPMENT</u>						
Is there any vandalism?						
Is the equipment firmly anchored in the ground and all bolts and joints secure?						
Are all concrete footings underground?						
Are there any broken, worn or missing parts?						
Are drainage holes clear?						
Are there any protruding bolts, nuts or screws?						
Are there any sharp edges, splinters or splits?						
Plastic parts are free of cracks?						

Are all seat and slide beds undamaged?						
	PLAYGROUND AREA 1			PLAYGROUND AREA 2		
	Y/N	What Action Required	Priority High/Low	Y/N	What Action Required	Priority High/Low
<u>Moving Parts</u>						
Do all moving parts move freely and smoothly?						
Are all parts free from rust?						
Are springs firm and free from cracks?						
<u>Ropes, Chains & Swings</u>						
Are All S hooks closed?						
Are all swings secure, free from pests and well drained?						
Are all ropes, chains and chain covers secure and in good repair?						

Were any hazards identified? YES NO

Hazard report completed? YES NO
(Copy attached)

Copy forwarded to: (Please indicate) WH&S officer
 School Principal
 P&C President /Approved Provider

Risk controls in place? YES NO

Please detail

Coordinator name and signature: Date:

6.3.2 Hazard Report Template

Hazard – including details of what and where
Identified Risks

Risk Assessment

	Very Likely	Likeley	Unlikely	Very Unlikely
Minor	1	2	3	4
Moderate	2	3	4	5
Major	3	4	5	6
Extreme	4	5	6	7

Risk Assessment Score

1 to 3 Moderate Risk	Control these risks when possible
4 to 5 Significant Risk	Control these risks as soon as possible
6 to 7 Critical Risk	Control these risks immediately

Assessment completed by	Date
-------------------------	------

Risk Controls

Are control measures in place?	Yes	No	Comment
Are controls minimising the risk?	Yes	No	Comment
Are there any new problems with the risk?	Yes	No	Comment

Review Completed by	Date
---------------------	------

6.4 Shared Facilities Policy

The service actively strives to protect the rights, dignity and safety of all people and groups with whom they share facilities. Management will implement effective strategies that promote collaborative partnerships and respectful shared facility arrangements with the community that apply to its operations and program.

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Family and Child Commission Act 2014*
- *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

The shared facility arrangements shall be clearly articulated within the service agreement between the school or other community group as applicable, and will include information surrounding:

- Communication with regard to the shared arrangements;
- The storage and setting-up or packing-away arrangements for equipment and materials used in the shared space;
- The accessible entries and exits to the shared space by the service including emergency exits;
- Evacuation and lockdown procedures for shared facilities;
- The accessible amenities to be used by the service 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

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 wellbeing 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

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

The service shall keep in a visually accessible location the number for the Poisons Information Centre 13 11 26.

The service environment will be maintained free from poisonous plants and fungi 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; and
- 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

6.7 Occupancy Agreement Policy

The service must obtain permission to occupy a premises (if not owned by the Approved Provider) for the purpose of conducting a centre-based care service (OSHC) approved under the Education and Care Services National Law Act (2010) and Regulation (2011).



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act (2010) and Regulation (2011)*
- *NQS Area: 7*
- *Policies: 6.1 – Space and Facilities Requirement, 6.4 – Shared Facilities*



Procedures

The Approved Provider will demonstrate a right to occupy a premises for the provision of an approved centre-based service (service for school aged children).

The occupancy permit, lease or other agreement shall be in an appropriate format given the context of the relationship between the landlord and the occupant. For example, License to Occupy School for Provision of OSHC 6.7.1

The occupancy permit shall be reviewed regularly to ensure the obligations of both parties are being appropriately met and that the agreement is current and valid.

Date of Development	Date Ratified	Date of Review

6.7.1 Licence to Use Department of Education and Training Premises for Outside School Hours Care

Name of School where Outside School Hours Care (OSHC) Service is located

(to be completed by the school)

Item 1. Address of School where OSHC Service is located

(to be completed by the school)

Item 2. Name of Licensor

State of Queensland (represented by the Department of Education and Training)

Item 3. Address of Licensor

Education House, 30 Mary Street, Brisbane QLD 4000

Item 4. Licensor Contact for Notices – The School (to be completed by the school)

Person/Position:		Address:	
Telephone:	Facsimile:	Email:	
Emergency Telephone:			

Item 5. Name of Licensee

--

Item 6. Address of Licensee

--

Item 7. Licensee Contact for Notices

Person/Position:		Address:	
Telephone:	Facsimile:	Email:	

Item 8. School Land Description (to be completed by the school)

Lot Number:	County of:	Parish of:	Title Reference:
-------------	------------	------------	------------------

Item 9. Commencement Date (to be completed by the school)

--

Item 10. Termination Date (to be completed by the school)

--

Item 11. Hire Charges (to be completed by the school)

Amount:	(GST Ex)	Payment Term/s: Quarterly	Method of Payment: EFT
Costs included in Hire Charge			
<ul style="list-style-type: none"> • Use of building and contents • Use of school grounds, multi-purpose court and play areas (see condition 14) 			
Hire Charges will remain fixed for the initial 12 months and future Hire Charges may be renegotiated at that time.			

Item 12. Outgoings (to be completed by the school – refer Section 3, Specifications - 4.3)

Amount:	(GST Inc.)	Payment Term/s: Quarterly	Method of Payment: EFT
<p>Costs included in Outgoings</p> <ul style="list-style-type: none"> • Rates • Electricity • Water (where not separately metered) • Cost of consumables in school toilets • Mowing of OSHC grounds (as agreed) • Maintenance of facility <ul style="list-style-type: none"> • Initial pest control – School to ensure this is provided prior to commencement • Initial carpet cleaning - School to ensure this is provided prior to commencement <p>Licensee is responsible for all other expenses including</p> <ul style="list-style-type: none"> • Telephone • Cleaning and cleaning consumables • Ongoing Pest Control • Ongoing Carpet Cleaning • Internet • Insurances 			
Outgoings will remain fixed for the initial 12 months and future Outgoings may be renegotiated at that time.			

Item 13. Description of Premises (including a map/plan) to be used by Licensee

<p style="color: red;">Insert description of school facilities</p> <p style="color: red;">See the attached map (to be inserted) at Part 2</p> <p style="background-color: yellow;">Should the school have a requirement to change or remove any of the facilities listed in Item 14 and the attached map, during the life of this agreement, the school is required to discuss and reach agreement with the Licensee on suitable alternative facilities.</p>

Item 14. Permitted Use (to be completed by the school)

<p>The Premises are permitted for use by the Licensor for the times specified in Item 15 for the purpose of the provision of care to children enrolled in the Outside School Hours Care service.</p> <p>The Licensor reserves the right to use, change or amend school facilities which may be utilised by the service due to operational necessity after consultation with the Licensee.</p>

Item 15. Time/s of Use (to be completed by the school)

Period	Time
Morning	From: XXXX to XXXX
Afternoon	From: XXXX to XXXX
Student Free Day	From: XXXX to XXXX
Public Holidays (if applicable)	From: XXXX to XXXX
Vacation care	From: XXXX to XXXX

Item 16. Fees (inc GST) (to be completed by the school)

Service	Full Fee – No rebate	Part Time Fee – No rebate	Casual Fee – No Rebate
BSC			
ASC			
VC			
SFD			
PH			

Fees will remain fixed for a period of twelve (12) months from Commencement Date
 Changes to Fees cannot be implemented until agreed in writing by the School Principal

No fees or charges other than those outlined in this Licence may be applied during the Term of the Licence Agreement without the express written approval of the School Principal.

Fees and charges remain fixed for twelve (12) months from the Commencement Date. The Licensee is required to submit any request for fee increases in writing eight (8) weeks before the intended implementation and the School Principal or his/her representative must agree to the increase in writing before the fee variation can be implemented. Such requests must include evidence to substantiate the basis of the proposed fee increase (e.g. CPI, increases in Labour award rates). Fee decreases can be implemented at any time, after notifying the School Principal of the intended decrease.

Other Fees Chargeable	Fee Amount
<ul style="list-style-type: none"> • Enrolment, Membership or Application fee (please indicate) 	
<ul style="list-style-type: none"> • Late pick-up fee 	
<ul style="list-style-type: none"> • Absence fee (no advice, or less than 48 hours advice) 	
<ul style="list-style-type: none"> • Absence fee (advised at least 48 hours prior to service) 	
<ul style="list-style-type: none"> • Casual booking fee 	
<ul style="list-style-type: none"> • No hat fee 	
<ul style="list-style-type: none"> • Any other fees/charges (expand table as required) 	
Fee range for excursions.	
Fee range for incursions.	
Other Changes are to remain fixed for twelve (12) months from Commencement Date. Other fees cannot be implemented until agreed in writing by the School Principal.	
Financial Administration	Provide Details
<ul style="list-style-type: none"> • Payment Term 	
<ul style="list-style-type: none"> • Payment Method 	

Item 17. Licensor’s Equipment to be used by Licensee (to be completed by the school)

The Licensor proposes to make available the following equipment:
 << insert a list School equipment that will be utilised by the service. >>

Item 18. Licensee’s Equipment to be used by School

Item 19. Area available for storage use by Licensee (to be completed by the school)

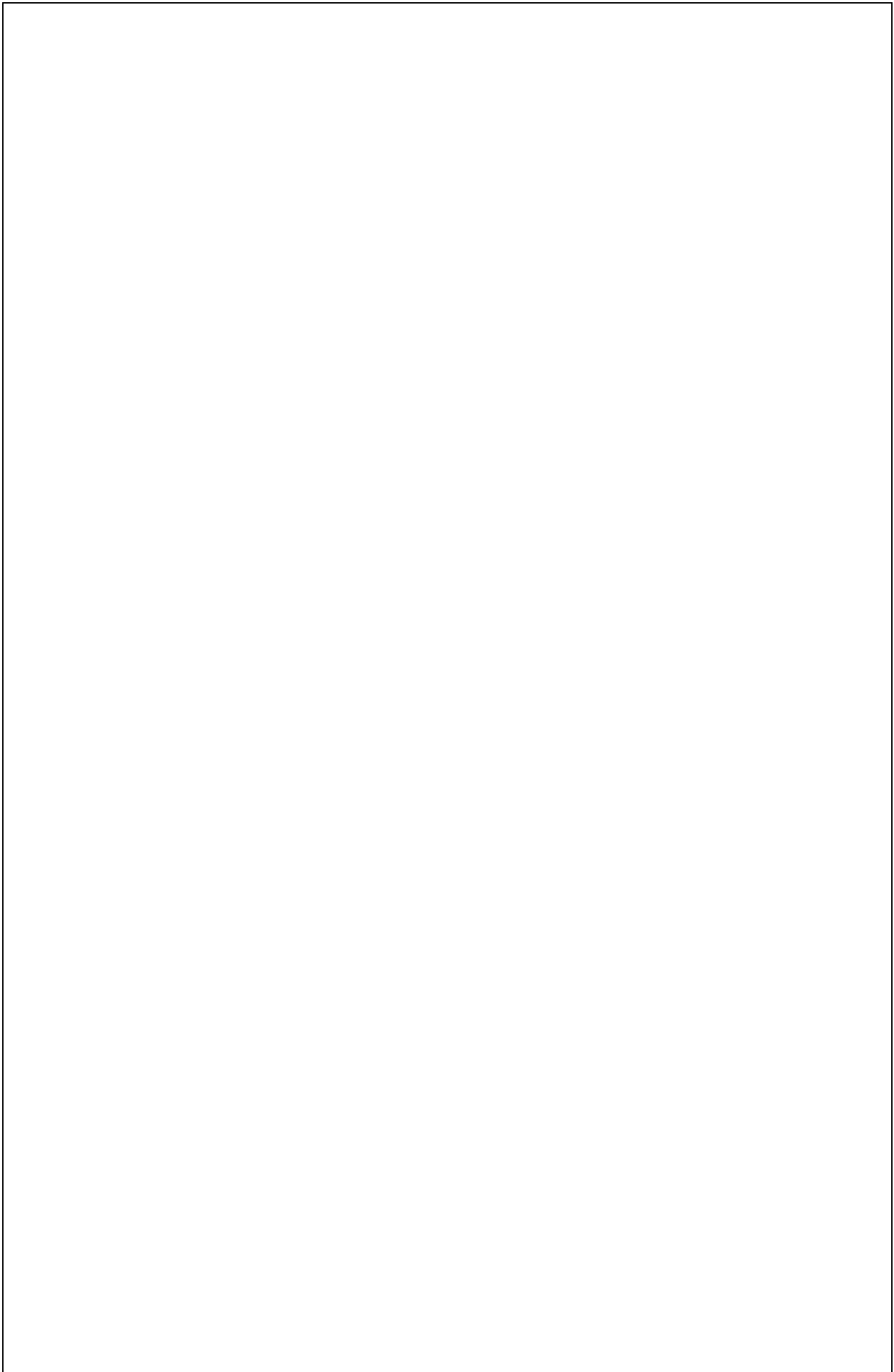
The Licensor will make available:
 << insert a list School Storage areas that will be utilised by the service. >>

Item 20. Maintenance

The Licensee will submit:

- For the approval of the School Principal, within ten (10) Business Days of commencement of services, a proposed process for the reporting of facilities maintenance. This is to be in accordance with existing school processes.
- As outlined in Section 7 of the Conditions of the Licence Agreement, scheduled maintenance will be conducted by the Licensor however the Licensee will be responsible for any damage that occurs during the use of the Premises and such repair will be completed to the satisfaction of the Licensor. The Licensee is responsible for the repair or replacement of any property or equipment where such property requires repair or replacement due to the activities or use by the Licensee.
- The Licensee must immediately notify the Licensor of any damage to property or need of repair, whether resulting from the Licensee's activities or noticed during the activity but not resulting from the activities of the service.

Item 21. Complaint process

A large, empty rectangular box with a thin black border, occupying most of the page below the section header. It is intended for the user to describe the complaint process.

Item 22. Reporting (additional reports required need to be inserted by the school)**The Licensee will provide the following reports to the School Principal:**

- A written report, prior to the commencement of services, detailing the name, qualifications together with a photocopy of the current positive notice issued by the Commissioner for Young People and Child Guardian (Blue Card) or receipt of application and contact details for all specified personnel;
- A written report, prior to the commencement of any new specified personnel, detailing the name and contact details of the alternate personnel together with a photocopy of the current positive notice issued by the Commissioner for Children and Young People and Child Guardian (Blue Card) for each new specified personnel or receipt of application;
- A monthly written report, within 15 Business Days of the end of the month, detailing:
 - usage levels and vacancies for the preceding month;
 - all complaints received in the reporting period, action taken to resolve complaints and the timeframe for resolution.
 - waiting lists.
 - reportable incidents
- Within ten (10) Business Days of receipt, any Formal Compliance Directive issued to the Service by the Regulatory Authority in respect of the Service conducted on the Licenced Premises.

The Licensee will submit:

- Prior to the commencement of services, a copy of the written policies and guidelines required by the applicable licence for conducting a service to the school Principal.

On an annual basis the Licensee will provide a copy of the following to the school Principal:

- Result of any National Quality Framework (NQF) Audits;
- Current Suitability Notices for all specified employees;
- Copies of any renewed Insurances (these should be supplied to the school within five (5) days of renewal);
- Licensee is required to report any instance where they have been penalised for a breach of or non-compliance with National Quality Framework requirements or if the Service has been assessed and rated as **Significant Improvement Required** under the National Quality Framework in the past 12 months. If the Licensee has been found guilty with a breach or non-compliance in the past 12 months, then Licensor reserves the right to terminate the Licence Agreement.

The Licensee is required to:

- Report to both the Licensor and the DETE Corporate Procurement Branch, within ten (10) Business Days of receipt, any Formal Compliance Directive issued to the service by the Regulatory Authority in respect of the Service conducted on the Licenced Premises. The Licensee is required to provide, to the DETE Corporate Procurement Branch, a quarterly report detailing all Formal Compliance Directives issued by the Regulatory Authority for any Services conducted by the Licensee in the State of Queensland as well as the outcomes of the formal compliance process.

Item 23. Key Performance Indicators

The following Key Performance Indicators (KPIs) will be used to monitor performance:

- **Complaints**
 - Complaints must be addressed within five (5) Business Days of notification of the complaint.
- **Payment of outgoings/hire charges**
 - All payments made within the timeframe as agreed within the Licence.
- **Reporting**
 - All reporting must be provided within the timeframes detailed in Item 23.
- **Customer Satisfaction**
 - Complaints received should not exceed 3% of families utilising the service per month.

Achievement of KPIs will be measured through the following metrics:

- complaints addressed outside of the timeframe should be less than 3% of the total number of complaints lodged in the reporting period (one calendar month).
- payments made by the dates in the Licence.
- all reporting must be accurate, submitted within the agreed timeframes and contain all details required.
- randomly selected customers are to be surveyed six monthly, by the school regarding customer satisfaction with respect to complaint resolution, service and support. The number of end users dissatisfied with services must be less than 3% of the end-users serviced by the Pre-qualified Provider in the reporting period (six monthly).

Performance Management

- Upon one failure to reach one or more Performance Measures in a single measurement period the Licensee must provide the School Principal with a list of rectification actions and a timeline for implementing these rectification actions.
- Failure to meet the same Performance Measure in two consecutive measurement periods; the Licensee must provide details of preventative actions and a timeline for implementing the preventative actions. The matter is escalated to senior management of both the Licensor and the Licensee for resolution.
- Failure to reach one or more Performance Measures three (3) times in three (3) reporting periods or failure to action preventative measures; the Licensee may be considered to be in material breach of the Licence and the Licence may be cancelled.

Formal Performance Review

- The School Principal or an Officer designated by the School Principal will conduct a formal review of the Contractor's performance on a regular basis. This review is to include a face to face meeting and provision of a written report to the Contractor and at a minimum is to be conducted at the end of years one (1), three (3) and five (5) of the Licence Agreement and this formal review will form the basis of any extension of the Licence.

Item 24. Other Conditions

Enrolment Preference

Preferential enrolment to students enrolled at the school where the OSHC service is provided is to be implemented. A waiting list should be implemented for students enrolled at other schools and the service should only accommodate these students should they have the capacity and resources to do so.

Food

All food will be prepared by the Licensee in accordance with the Physical Activity and Nutrition Outside School Hours (PANOSH) Food Safety guidelines as endorsed by Queensland Health.

Program

Programs must be reflective of the National Quality Framework and offer a variety of activities to accommodate the different interests and needs of the students, inclusive of students with a disability or special needs.

Availability of quality resources/play equipment

All programs are required to deliver quality and diverse planned activities incorporating the use of quality resources and play equipment for children.

Religious Instruction

Religious Instruction is not part of a school's Out of School Hours Care Service.

An Out of School Hours Care Service provided by a religious organisation must show respect for all religious and non-religious beliefs and other stances represented in the school community.

All activities and events provided within an Out of School Hours Care Service are to be non-discriminatory and equitably available to students of all beliefs who choose to participate.

Key Personnel and any other staff of an Out of School Hours Care Service must avoid any implications that any one religion, denomination or other set of beliefs is advantageous or superior to any other denomination, religion or belief.

Term

The initial Term of the Licence is **XXXX** years from the Commencement Date (subject to the Licensee's performance).

Insurance Details

Public Liability

Workers Compensation

Co-Investment (GST Inc)
(if applicable)

Value-Adds
(If Applicable)

Meetings

Cleaning

Security

- It is the responsibility of the Licensee to ensure that all facilities and equipment used by the Licensee at XXXX State School are secured and locked at the close each day.
- It is the responsibility of the Licence to ensure that all alarms for areas of XXXX State School used by the Licensee are set at the close of each day. Any associated costs for alarm call outs and attendance by security services/emergency services due to failure to set alarms at areas of XXXX State School under the use of the Licence, or false alarms associated with the use of these areas by the Licence, shall by met by the Licensee.

Item 25. Execution

<p>Licensor</p> <p>_____</p> <p>Signature of Authorised Officer</p> <p>_____</p> <p>Name of Authorised Officer</p>	<p>Execution Date</p> <p style="text-align: center;">/ /</p>	<p>Licensor</p> <p>_____</p> <p>Signature of Witness</p> <p>_____</p> <p>Name of Witness</p>
---------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------

<p>Licensee</p> <p>_____</p> <p>Signature of Authorised Officer</p> <p>_____</p> <p>Name of Authorised Officer</p>	<p>Execution Date</p> <p style="text-align: center;">/ /</p>	<p>Witness</p> <p>_____</p> <p>Signature of Witness</p> <p>_____</p> <p>Name of Witness</p>
---------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------	----------------------------------------------------------------------------------------------------

The person signing warrants that they have authority to sign this Agreement for the Licensee.

**LICENCE TO USE DEPARTMENT OF EDUCATION AND TRAINING
PREMISES FOR OUTSIDE SCHOOL HOURS CARE SERVICE
PART 2 — SCHOOL PLAN**

See attached Plan

LICENCE TO USE DEPARTMENT OF EDUCATION AND TRAINING PREMISES FOR OUTSIDE SCHOOL HOURS CARE SERVICE

Conditions of the Licence

- The Principal reserves the right to issue amended Conditions of Licence prior to entering into the Agreement, as and when required.

1. DEFINITIONS

- 1.1 In this Agreement unless the context otherwise requires or the contrary intention appears, the following terms have the meanings assigned to them:
- 1.2 **“Agreement”** means Parts 1 and 2 of this document and any other Annexure or Schedule to this document.
- 1.3 **“Business Day”** means a day (other than a Saturday, Sunday or public holiday) on which banks are open for business in Queensland.
- 1.4 **“Commencement Date”** means the day on which this Agreement commences as set out in Item 9 of Part 1.
- 1.5 **“Hire Charges”** means the amount specified in Item 12 of Part 1.
- 1.6 **“Land”** means the land described in Item 8 of Part 1, which is owned by or under the control of the Licensor.
- 1.7 **“Licence Year”** means each separate year of the Term of this Agreement, the first License Year commencing on the Commencement Date.
- 1.8 **“Licensor”** means the person named in Item 2 of Part 1.
- 1.9 **“Minister”** means the Minister for Education, Training and Employment or its successors.
- 1.10 **“Parking Areas”** mean the area that is available for use for parking during the time the Licensee has a licence to use and occupy the Premises as identified on the plan set out in Part 2.
- 1.11 **“Permitted Use”** means the use of the Premises as described in Item 14 of Part 1.
- 1.12 **“Premises”** means that part of the Land, including buildings, that is licensed to the Licensee in accordance with the terms of this Agreement as identified by on the plan in Part 2 and the equipment identified in Item 14 of Part 1.
- 1.13 **“Principal”** means the Principal of the School.
- 1.14 **“P&C”** means the Parents and Citizens Association of the School.

- 1.15 **“Routes of Access”** means the area that is to be used as access during the time the Licensee has a licence to use and occupy the Premises as identified on the plan set out in Part 2 and varied, from time to time, by the Principal.
- 1.16 **“Licensee”** means the person named in Item 5 of Part 1.
- 1.17 **“School”** means the School identified in Item 1 of Part 1.
- 1.18 **“Termination Date”** means the day on which this Agreement terminates as set out in Item 10 of Part 1.
- 1.19 **“Term of this Licence Agreement”** means the period this Agreement will be in effect.

2. INTERPRETATION

- 2.1 A reference to a statute, regulation, ordinance or local law shall be deemed to extend to all statutes, regulations, ordinances or local laws amending, consolidating or replacing the same.
- 2.2 Where the day on or by which anything under this Agreement is to be done is a Saturday, Sunday or public holiday in Queensland, such thing may be done on the next Business Day in Queensland.
- 2.3 A covenant or agreement on the part of two or more parties shall be deemed to bind them jointly and severally.
- 2.4 Unless otherwise specified, the covenants and obligations of the parties to this Agreement shall be construed as if each such covenant or obligation is a separate and independent covenant made by one party in favour of the other.
- 2.5 In the case of any inconsistency between the Parts and Schedules to this Agreement and a clause in this Part, the provisions of the clause shall prevail to the extent of the inconsistency.
- 2.6 A reference to any authority, association or body, whether statutory or otherwise, shall be deemed to refer to any authority, association or body established or constituted in lieu thereof or succeeding, as nearly as may be, to the powers or functions thereof.
- 2.7 The singular shall include the plural and vice versa.

- 2.8 Words importing one gender shall include a reference to all other genders.
- 2.9 Where the context permits, reference to the Licensee shall extend to the members, servants, agents and invitees of the Licensee.

3. LICENCE

- 3.1 The following documents constitute the entire Licence between the Licensor and the Licensee:
- (1) This Licence document,
 - (2) Section 3 Specification of ITO,
 - (3) The Licensee's Offer; and
 - (4) The Pre-Qualified Panel Arrangement
- 3.2 The Licence shall expire on the date set out in Item 11 of Part 1 of the Licence.
- 3.3 The Licensee shall immediately surrender or transfer their Service Approval to the issuing authority upon expiration of the Licence.
- 3.4 The Licensor grants to the Licensee and the Licensee accepts a licence to use and occupy the Premises in common with the Licensor and all others with similar rights for the Term of this Agreement, on the terms and conditions set out in this Agreement.
- 3.5 For the purpose of obtaining access to the Premises, the Licensor authorises the Licensee to use the Routes of Access.
- 3.6 The Licensee will not use the Premises for any purpose other than the Permitted Use, and the times of use set out in Item 15 of Part 1.
- 3.7 The rights conferred by this Agreement rest in contract only and shall not infer an intention to create in, or confer upon the Licensee any tenancy, estate or interest in the Premises.

4. HIRE CHARGES

- 4.1 The Licensee agrees to pay to the Licensor the hire charges as set out in Item 12 of Part 1 and at the time/s and by the method set out in that Item.

5. HIRE CHARGE/ FEE CHARGE REVIEW

- 5.1 Both the Hire Charge and the Fees payable are to be reviewed annually.
- 5.2 The annual Hire Charge sum payable in the year under review will not be less than that paid in the year immediately preceding unless exceptional circumstances prevail. In that case the school may approve a decrease in the hire charge due.

- 5.3 Where the Licensee seeks to have an increase in fees, they are required to provide written justification with the request.

6. OUTGOINGS

- 6.1 Item 12 of Part 1 sets out whether the Licensor or the Licensee is responsible for the costs, outgoings and expenses ("Outgoings") connected with the Licensee's use of the Premises. These Outgoings include but are not limited to water, electricity, gas and telephone charges, cleaning.
- 6.2 If the Licensee is responsible for all or part of the outgoings and the Licensor and Licensee agree that the Licensee shall pay the Licensor for the outgoings on a pro rata basis then the formula for this pro rata basis is set out in Item 12 of Part 1 if applicable.
- 6.3 If the Licensee is responsible for all or part of the outgoings the Licensor shall not be liable in any way for any such outgoings.
- 6.4 If the Licensee is responsible for all or part of the outgoings the Licensee indemnifies the Licensor in respect of the outgoings.

7. MAINTENANCE & REPAIR

- 7.1 In its use of the Premises, the Licensee shall—
- (a) take reasonable care of the Premises and all fixtures, fittings, equipment, and other property which the Licensor permits the Licensee to use for the purposes of this Agreement;
 - (b) following each occasion of use, leave the Premises in as near as the condition as it existed at the Commencement Date; and
 - (c) be responsible for the cost of repair or replacement of any property of the Licensor where such repair or replacement is due to the activities of or use by the Licensee.
- 7.2 The Licensee shall not make or cause to be made any alteration, additions or improvements to the Premises without approval from the Licensor.
- 7.3 If the Premises are at any time during the term of this Agreement damaged or destroyed by fire, lightning, storm, flood, tempest, earthquake, explosion, fusion, subsidence, act of God, riot, civil commotion, strikes, enemy action or malicious damage or otherwise without fault on the part of the Licensee, then the hire charges payable under this Agreement after the date of that damage or destruction (or a fair and just proportion thereof according to the nature and extent of the damage) will be suspended and cease to be

payable until the Premises is rebuilt, reinstated and repaired so as to be fit for occupation, use and enjoyment by the Licensee.

7.4 The Licensor may, at its option, elect whether to repair the damage to the Premises. If the Licensor elects not to repair such damage, then either party may terminate this Agreement by notice in writing to the other party.

7.5 If this Agreement is terminated pursuant to clause 7.4 the Licensee has no right to a claim for compensation.

7.6 The Licensee shall be required, at its own cost, to remove from the Premises all fittings, equipment, furniture and other articles of property contained in or about the Premises which belong to the Licensee—

- (a) on expiration of this Agreement; or
- (b) upon earlier termination of this Agreement;

and the removal of such property shall be within 30 days of such expiration or earlier termination. In effecting such removal, the Licensee shall cause as little damage as possible to the Premises and make good to the reasonable satisfaction of the Licensor any damage that may be occasioned to the Licensor's property by such removal.

8. ASSIGNMENT

8.1 The Licensee must not assign, sub-licence or in any manner part with the use and occupation of the Premises or assign the benefit of this Agreement.

9. ADVERTISING

9.1 The Licensee must not erect or display advertising material on the Premises without the written approval of the Licensor.

9.2 Advertising to promote the activity at the Premises must not be used unless the Licensee has received the prior written approval of the Licensor.

9.3 As a guide, the Licensor will not approve advertising that—

- (a) is of a nature that might imply that the School or Department of Education, Training and Employment is involved with or endorses the thing or activity advertised;
- (b) refers to the premises other than to show the location of the venue;
- (c) is, in the Licensor's opinion, objectionable.

10. PRIVACY

10.1 The Licensee must not access, record, use, disclose or retain any personal information obtained from the occupation of or use of the Premises.

11. LICENSOR'S COVENANT

11.1 The Licensor will promptly pay all outgoings not payable by the Licensee under the terms of this Agreement.

12. INDEMNITY

12.1 The Licensee indemnifies, releases and discharges the Licensor from and against all actions, proceedings, claims, demands, costs, losses, damages and expenses which may be brought against or made upon the Licensor or which the Licensor may pay, sustain or be put to by reason of, or in consequence of or in connection with the occupation and use of the Premises except to the extent of any negligent act of the Licensor or their servants or agents.

13. INSURANCE

13.1 The Licensee shall, if required and for the term of this Agreement, take out and maintain:

- (a) a policy of insurance in accordance with the *Workers' Compensation and Rehabilitation Act 2003*;
- (b) a policy of personal accident insurance for all volunteer workers.

13.2 The Licensee must take out a public liability policy of insurance for an amount of not less than ten million dollars (\$10m) per occurrence with an insurer approved by the Licensor. The public liability policy of insurance must note the rights and interests of the Licensor in this Agreement including those set out in Clause 13 of this Agreement. The Licensee must maintain the policy during the term of this Agreement. The policy must contain an undertaking by the insurer to notify the Licensor in writing not less than 30 days prior to any material change in terms, cancellation or other termination of the policies.

13.3 If the Licensor in writing requests the Licensee to provide evidence of the public liability insurance and the Licensee does not provide evidence satisfactory to the Licensor within 14 days of receiving the request, then the Licensor may take out the insurance. Any premiums paid by the Licensor for the insurance shall be a debt due from the Licensee to the Licensor.

14. TERMINATION UPON NOTICE

14.1 Subject to clause 14.2 either party to this Agreement may terminate this Agreement at any time upon giving the other party 3 months' notice in writing of its intention to do so.

14.2 If the Land is reserve land pursuant to the Land Act 1994 the Minister responsible may cancel the Agreement by giving 28 days' notice if—

14.3 the Licensee does not comply with the conditions of the Agreement; or

14.4 the Minister is satisfied cancellation would be in the public interest.

14.5 If the Agreement is cancelled pursuant to clause 14.1, the Licensee has no right to a claim for compensation.

15. TERMINATION FOR DEFAULT

15.1 If the Licensee fails to comply with, observe or perform any of its obligations under this Agreement, the Licensor may, by notice in writing to the Licensee, request the Licensee to remedy the failure within 14 days after the date that the notice is given.

15.2 If —

- (a) the Licensee fails to comply with a notice under this clause; or
- (b) an application is made or a resolution is passed for the winding up of the Licensee; or
- (c) a receiver or official manager is appointed; or
- (d) any step in insolvency proceedings is taken by or against the Licensee; or
- (e) the incorporation of the Licensee is cancelled; or
- (f) the Licensee ceases to carry on business; or
- (g) at any time the Licensee does not hold the appropriate accreditations, approvals and licenses in terms of the National Quality Framework for Early Childhood Care and Education and relative federal and state legislation and regulations

then the Licensor may terminate this Agreement by giving 28 days' notice in writing to the Licensee.

15.3 If this Agreement is terminated pursuant to this clause 15, then the Licensee shall reinstate the Premises to the same condition the Premises were in as at the Commencement Date, fair wear and tear excepted.

15.4 If this Agreement is terminated pursuant to this clause 15, then the Licensee shall immediately surrender their Service Approval to the Issuing Authority.

15.5 Termination pursuant to this clause 15 shall be without prejudice to any rights that either party may have against the other arising out of or connected with this Agreement prior to the date of termination.

16. WARRANTIES

16.1 The Licensor does not warrant that the Premises are safe, fit, suitable, or adequate for the Permitted Use and all warranties able to be excluded by law are excluded.

16.2 The Licensee acknowledges that—

- (a) the Licensee is satisfied that the Premises are fit for the Permitted Use;
- (b) the Premises are in good condition; and
- (c) the Licensee warrants that it has taken reasonable steps to satisfy itself that the Premises are fit for the permitted Use and safe from risk to any person.

17. RULES

17.1 The Licensor (acting through the School Principal) may from time to time implement rules with which the Licensee must comply, relating to:

- (a) the use, safety, care and cleanliness of the School;
- (b) the preservation of good order and lawful activity in the School and the Outside School Hours Care Service;
- (c) the comfort of persons lawfully using the School;
- (d) the location of garbage and refuse pending its removal;
- (e) the location and or closure of the car park or the common areas or any part thereof;
- (f) any other matter relevant to the administration of the School.

The rules in force at the commencement Date are set out in Part 4.

17.2 The Licensor may from time to time, and at its discretion, amend, repeal or add to the rules by notice in writing to the Licensee.

18. EXCLUSION OF TRESPASSERS

18.1 Notwithstanding anything else contained or implied to the contrary in this Agreement, the Licensor may at any time, and from time to time, and for so long as it shall think fit, exclude and restrain any person or persons from entering upon or using or occupying any part of the Land other than bona fide Licensors, patrons, delivery persons or service suppliers,

employees, agents and invitees of the Licensee or of the other users of the School who make use of the Land in accordance with the rules of the Licensor.

18.2 Without in any way limiting the meaning of the term “bona fide”, a person is deemed not to be bona fide if the person:

- (a) enters upon the Land or makes use of the Premises in breach of the Licensor’s rules;
- (b) is notified of the breach of rules; and
- (c) Commits a further breach of the same rules or other rules.

19. REVOCATION OF LICENCE TO ENTER

19.1 Whenever requested to do so by the Licensor, the Licensee must give written notice to any person who:

- (a) fails to observe the rules of the Licensor; or
- (b) is deemed not to be bona fide,
- (c) revoking any right to enter upon any part of the School and the Land.

20. DISPUTE RESOLUTION

20.1 The parties shall seek to settle any dispute arising in connection with this Agreement by negotiation, mediation or conciliation between the parties. In any such proceeding, each party may at its election be represented or accompanied by a qualified legal practitioner.

20.2 For the avoidance or settlement of disputes, and for the better management of this Agreement, the parties each nominate contact persons in accordance with Item 4 and Item 7 of Part 1.

21. ENTIRE AGREEMENT

21.1 This Agreement constitutes the entire agreement between the parties. Any prior written or oral agreement, arrangement or understanding in respect of the subject matter of this Agreement is superseded.

22. COSTS

22.1 The Licensee will pay:

- (a) the Licensor’s costs of and incidental to the negotiation, preparation and execution of this Agreement;
- (b) any stamp duty payable in respect of this Agreement; and
- (c) any other costs of and incidental to the completion of this Agreement.

23. COMPLIANCE WITH LAWS

23.1 The Licensee must comply with all relevant laws and the requirements of any statutory authority while using the Premises including but not limited to:

- (a) The applicable license for conducting a centre based service issued pursuant to the Education and Car Services National Law and Regulation 2011;
- (b) Current “blue card” issued by the Commission for Children and Young People and Child Guardian which indicates that a person is eligible to work with children and young people in Queensland, pursuant to the Commission for Children and Young People Guardian Act 2000;
- (c) Registration with the National Childcare Accreditation Council.
- (d) Assessment and Rating is conducted by Australian Children’s Education and Care quality Authority (ACECQA).

23.2 The licensee must provide written evidence of compliance with the requirements referred to in Clause 23.1.

23.3 Nothing expressed or implied in the provisions of this Agreement shall derogate from the Licensee’s liability, responsibility, duty or obligation to comply with the provisions of any Act, rule, regulation, local law or any other law in force from time to time in respect of the Land and the Premises.

23.4 The Licensee acknowledges that it will prepare and lodge (at its cost) any development application required by the local government to allow the Licensee to use the Premises for the Permitted Use. The Licensee will comply with all conditions imposed by the local government in relation to the development application.

24. GOVERNING LAW

24.1 This Agreement will be governed by and construed according to the laws of the State of Queensland and the parties agree to submit to the jurisdiction of the courts of the State of Queensland.

25. WAIVER

25.1 No right under this Agreement shall be deemed to be waived except by notice in writing signed by each party.

26. VARIATION

26.1 No variation to this Agreement shall be valid unless it is in writing and signed by both parties.

27. NOTICES

27.1 Any notice, demand, consent or other communication required to be given under this Agreement will be deemed to have been given—

- (a) if sent by prepaid mail, two Business Days following posting;
- (b) if hand delivered, on the date of delivery;
- (c) if faxed, upon an apparently successful transmission being noted by the sender's facsimile machine.

27.2 The respective addresses for service of the parties are set out in Item 4 and Item 7 of Part 1.

28. INTERESTS ON UNPAID MONIES

28.1 The Licensee is to pay interest to the Licensor on any monies due and payable under the Agreement, and on any judgment in favour of the Licensor in an action arising from the Agreement until all outstanding monies, including interests are paid in full. The rate of interest is at a rate equal to the Commonwealth Bank of Australia's monthly overdraft index rate on the amount of any account that is not paid within thirty (30) days of the date of the account.

29. NO SMOKING

29.1 The Licensee, including all employees, agents and invitees of the Licensee, must not smoke on the Premises during the term of the Agreement.

30. GST

30.1 For the purposes of this clause "GST" has the same meaning as in A New Tax System (Goods and Services Tax) Act 1999 (Cth).

30.2 The parties acknowledge that the Hire Charge is inclusive of GST.

31. P & C LIQUOR APPROVAL

Not Applicable to this Licence.

32. APPROVAL FOR USE

32.1 The execution of this Agreement by the Licensee constitutes an application in writing to the Minister or authorised officer for permission to use the Premises.

32.2 The execution of this Agreement by the Licensor constitutes written notice to the Licensee of approval, subject to the conditions of this Agreement, of the application by the Licensee for permission to use the Premises.

33. RIGHT OF ENTRY

33.1 The Licensor reserves the right to inspect all premises being utilised by the Licensee under this agreement. Inspections would be arranged by contacting the Licensee via phone to request access and indicating the reason why. Access may not be unreasonably withheld.

6.8 Maintenance of Facilities

The service is required to ensure effective maintenance of the centre-based care service (OSHC) approved under the Education and Care Services National Law Act (2010) and Regulation (2011)



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act (2010) and Regulation (2011)*
- *NQS Area: 7*



Procedures

The Approved Provider will ensure the establishment of an effective reporting of facilities maintenance process and schedule including but not limited to:

- Day to day maintenance of the facility
- Replacement of play equipment
- Replacement of major items such as fridges and televisions
- Repairs
- Refurbishment

The service will immediately notify the Licensor of all damaged property or equipment and will be recorded in the maintenance log.

Property of equipment damaged due to the activities undertaken by the service will be repaired or replaced by the service.

Date of Development	Date Ratified	Date of Review

Policy Group 7: **Emergencies**

7.1 Emergency Equipment and Facilities Policy

Personal safety and security of children, educators, volunteers and all persons on the premises, are of prime importance whilst in attendance at the service. The service therefore takes a proactive approach to managing emergencies, developing emergency procedures and equipping educators and children with sound knowledge of them.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Work Health and Safety Act 2011, Building Fire Safety Regulation 2008*
- *Family and Child Commission Act 2014*
- *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 Coordinator (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:

- The alarm bell or warning system for an emergency is kept in good working order and tested regularly;
- At each exit of the indoor areas accessed by the service, doors can be easily opened, are clearly sign-posted, and that emergency and evacuation floor plans and instructions are prominently displayed near each of these exits; and
- Fire extinguishers and fire blankets are properly installed, clearly sign posted and maintained at the premises and educators have basic training in their usage.

The service calls upon the advice of the Queensland Emergency Services or other appropriate authority, for information on the appropriate measures required to comply with this this policy.

Date of Development	Date Ratified	Date of Review

7.2 Drills and Evacuations Policy

The service acknowledges the need to ensure that educators and children are aware of, and understand, evacuation and other procedures in the case of an emergency. The service therefore takes a proactive approach through the regular implementation of practice drills and evaluation of the procedures followed.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Work Health and Safety Act 2011*
- *Family and Child Commission Act 2014*
- *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

The Coordinator will work collaboratively with the community and relevant authorities to identify events that may occur at the service which require an evacuation (e.g. fire, bomb threat, storm, intruder etc.), and to conduct a risk assessment for each of these events.

Evacuation instructions for what must be done and a floor plan to follow in case of an emergency event, will be prominently displayed near each exit of each room utilised at the service. 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 checklist. Any comments or issues relating to these preventative measures will be noted on the checklist and brought to the attention of the Coordinator.

Emergency evacuation and lockdown procedures will be rehearsed and documented at least once a term for Before and After School Care and each Vacation Care program. Each term the drills will be scheduled to occur on different days of the week so that all educators and children are familiar with the procedures.

Emergency telephone numbers will be clearly displayed within the service.

For each emergency situation, educators will have access to a telephone outside of the room.

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

The Coordinator, or in her/his absence the Responsible Person-in-Charge for that session will take charge of the situation and/or delegate others to:-

- Telephone the relevant emergency number;
- Check and evacuate all rooms including the toilets, storage rooms and near-by buildings on the premises;
- Collect daily roster to account for all employees;
- Collect sign-in sheets and parent contact numbers;
- Collect first aid kit and emergency evacuation kit;
- Close and secure all doors and windows if only if safe to do so;
- Once at the designated assembly area, check the roll to make sure that all children and staff are accounted for; and
- Notify parents, the Approved Provider and the Regulatory Authority.

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

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

Bomb Threat

In the event of a bomb threat, the following information will be recorded by the person who answers the call, on the 'bomb threat checklist' (see 7.2.1):

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

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

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

When safe to do so, complete an incident report on the situation, and notify the Approved Provider and Regulatory Authority.

Evaluation

An 'evacuation drill evaluation form' (see 7.2.2) is to be completed by the Coordinator or Health and Safety Representative as soon as possible after the drill.

Issues identified through this evaluation will be discussed at the next team meeting and referred to management. Feedback should also be provided to the children.

Date of Development	Date Ratified	Date of Review

7.2.1 Bomb Threat Checklist

This form relates to the Emergency Drills and Evacuations Policy

1. Initial Actions—date:

Time of call:	am/pm	DO NOT HANG UP—KEEP CALLER TALKING
---------------	-------	-------------------------------------------

2. Exact Wording of Threat

3. Questions to Ask

When is the bomb going to explode?
Where exactly is the bomb?
When did you put it there?
What kind of bomb is it?
What will make the bomb explode?
Did you place the bomb?
Why did you place the bomb?
What is your name?
Where are you?
What is your address?

4. Listen For

VOICE	accent / impediment / tone / speech / diction / manner
LANGUAGE	polite / incoherent / irrational / taped / read out / abusive
NOISES	traffic / voices / machinery / music / noises on the line
OTHER	gender of caller / estimated age

5. After the Call

Note the time at the end of the call:	am/pm
Name of recipient (print):	

Signature:	date:
<u>REPORT THE CALL TO YOUR SUPERVISOR/COORDINATOR IMMEDIATELY</u> <u>CALL THE POLICE</u>	

7.2.2 Evacuation Drill Evaluation

Date of drill			
Start and finish time			
Type of evacuation	FIRE	LOCKDOWN	OTHER
Educators involved			
Number of children (see attached sign in sheet for names of children in attendance)			

Action	Yes/No	Comments
<u>Educators</u>		
Were all educators informed of the upcoming drill?		
Was the procedure clearly displayed?		
Did all educators understand their particular roles and duties?		
Were there any points of the drill that were unclear?		
Were any occupational health and safety issues noticeable during the drill, e.g. hazards		
Were children adequately supervised and ratios maintained?		
Were directions given to children in a clear and precise manner?		
Is there anything that can be improved for the next drill?		

<u>Children</u>		
Were all children informed of the upcoming drill?		
Was the procedure clearly displayed?		
Did the children understand the reason for carrying out the drill?		
Did children understand the directions given by educators?		
Did children follow directions given by educators?		
Did children experience any difficulties?		
Were any children upset by the experience? If so, why?		
Feedback provided by the children after the drill?		
Evaluation		

7.3 Harassment and Lockdown Policy

The service acknowledges the need to ensure that educators and children are aware of, and understand, evacuation, lockdown and other procedures in the case of an emergency. The service therefore takes a proactive approach through the regular implementation of practice drills and evaluations.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Work Health and Safety Act 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulation 2000*
- *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 Coordinator, or in their absence, the Responsible Person in Charge will initiate the following drill:

- The educator or child (if appropriate) being harassed, or the closest observer of the child or other educator being harassed, will give a prearranged signal, which is made known to all educators, to begin the drill (e.g. code word, special song);
- The Coordinator or other person, who receives the signal, will calmly and quietly inform other educators of the need to move the children to an identified safe place. If the threat is inside, children will be escorted outside by educators to a designated safe place. If the threat is outside then children will be escorted inside by educators; and
- The Coordinator/Health and Safety Representative, will immediately obtain and if possible record relevant information (e.g. physical descriptions, car registration etc.) on a service incident report;

An educator will witness and provide back-up for the Coordinator/Responsible Person in Charge but only if it does not place that person in a position of unacceptable risk or harm to themselves, to any child or to others.

In the event of an internal threat (intruder, bomb and/or behaviour issue) where children are to be escorted to an outside area, once the prearranged signal has been acknowledged:

- An educator will telephone the relevant emergency number;
- An educator will check and evacuate all rooms including the toilets, storage rooms and near-by buildings on the premises;
- An educator will collect sign-in sheets and parent contact numbers; and
- An educator will close and lock all doors and windows (only if appropriate and able to do so);

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

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

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

During all rehearsals, and/or in an actual emergency event, educators are to calm the children and provide them with appropriate support.

The Coordinator or Person-in-Charge at the time of an actual event will call 000.

No one will leave, nor be permitted to leave, the identified evacuation or lockdown area until the Coordinator is satisfied that it is safe to do so.

At no time will educators try to physically remove an unwanted visitor.

All threatening situations will be evaluated as soon as possible after the event and any necessary modifications or enhancements to these procedures made accordingly.

Notification will be given to the Approved Provider and the Early Education and Care Office (the Regulatory Authority in Queensland)

Date of Development	Date Ratified	Date of Review

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 the service are compliant with Building Fire Safety Regulations 2008 (Queensland).

The Coordinator and/or Health and Safety Representative will be responsible to:

- Keep emergency exits clear and unlocked at all times while the service is operating;
- Ensure emergency evacuation signs and posters are displayed, including a site map showing the position/location of the building on the grounds, the assembly points and the routes to them;
- Have a developed evacuation procedure with allocated tasks for educators;
- Conduct emergency evacuation drills every 3 months;
- Ensure fire safety equipment is maintained regularly.

Date of Development	Date Ratified	Date of Review

7.5 Extreme Weather Policy

The service acknowledges that extreme weather conditions could pose significant risk to children and educators attending the service during operating hours therefore precautions to ensure the health and wellbeing of children and educators will be implemented. Extreme weather conditions may include excessive heat, bushfires, cyclones, torrential storms, floods, hail and/or snow storms.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011
- Duty of Care
- *NQS Area: 2.3.2, 2.3.3; 5.1.3, 5.2.3; 7.1.2, 7.3.2, 7.3.5*
- *Policies: 3.1 – Educational Program Planning, 3.3 – Educator Practices, 3.7 – Physical Activity, 3.12 – Sustainability Practices, 4.8 – Sun Safety, 6.5 – Use and Maintenance of Air Conditioning, 7.1 – Emergency Equipment and Facilities, 7.2 – Drills and Evacuations, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance.*



Procedures

In relation to extreme weather events, the service will take its lead predominantly from the school, weather warnings and forecasts. Therefore if the school in which the service is located is closed, the SAC service may also be closed.

The Coordinator will be responsible to ensure that the heating and cooling requirements of the service are adequate and maintained at an acceptable temperature.

In the case of extreme weather events and possible power outages, the Coordinator will ensure an 'emergency/storm pack' including a torch, batteries, a small radio and drinking water is readily accessible to educators. The Coordinator will ensure the service mobile phone is accessible to educators, when required.

The Coordinator will ensure that risk assessments are conducted for identified extreme weather events with control measures identified. Educators will be required to read and sign all risk assessments.

During times of hot weather, educators and children will be encouraged to:

- Follow the service's Sun Safety Policy by wearing sun smart clothing, a broad brimmed hat and applying sunscreen;
- Drink fluids more frequently throughout the session, particularly cold water;
- Keep cool by wrapping a bandana or washer around their neck or using a mist bottle to spray themselves;
- Staying indoors, preferably in an air-conditioned or well-ventilated building with fans and open windows; and

- Limit strenuous outdoor activities by conducting games and activities indoors or in shaded areas outdoors.

During times of inclement weather, educators and children will be encouraged to:

- Conduct games and activities indoors or in an undercover area outdoors.

If an extreme weather event occurs during service operating hours, the Coordinator will:

- Monitor the situation using local radio or other social media; and
- Ensure educator and children’s safety by remaining indoors or in an area that is deemed safe (as per Lockdown Policy 7.3).

If, during normal operating hours, closure of the service is expected as the result of an extreme weather event, the Coordinator will:

- Contact the Approved Provider to notify them of the situation;
- Contact families to arrange collection of their child when safe to do so; and
- Ensure the Regulatory Authority (<https://closures.earlychildhood.qld.gov.au>) are notified of closure as soon as practicable.

Date of Development	Date Ratified	Date of Review

7.6 Emergency Closure Policy

The service may be required to close in the event of an emergency as declared by local, state or federal government and/or their relevant departments.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act (2010) and Regulation (2011)*
- *NQS Area: 7*



Procedures

Children and families

If children are being educated and cared for at the service, families will be contacted to collect their children.

If families are unable to collect their children, alternative arrangements should be made with emergency contacts.

Fees for unused sessions of care as a result of the declared emergency will be waived.

Educators

Once educators/staff members have made provision for the children's safety and wellbeing during the declared emergency, they should attend to their personal safety and wellbeing needs. Educators/staff members may be able to attend to their personal needs sooner if deemed practical. This may mean leaving the service early to get home if their route home is going to be effected by the emergency.

Permanent employees shall be paid as per their usual working hours for periods of declared emergency for up to 2 days. Additional time may be taken from relevant leave accruals.

The Approved Provider will not be obligated to pay casual employees for unattended shifts during the declared emergency.

Date of Development	Date Ratified	Date of Review

Policy Group**8:****Educators, Staff Members and
Volunteers**

8.1 Role and Expectations of Educators Policy

The service encourages the building of skilled, qualified, motivated educators who are provided with adequate resources, training and support enabling them to engage in their role effectively as the educators of children at the service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Child Protection Act 1999 and Regulations 2000
- *Duty of Care*
- *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 Coordinator and Nominated Supervisor have been used interchangeably as the roles and responsibilities of each position are similar.

The *Education and Care National Services Law Act 2010* states that an Approved Provider must not operate a service without a Nominated Supervisor for that service. The Approved Provider, as holder of the service supervisor certificate, appoints an educator whom they deem to be suitably qualified and/or experienced, and with their consent, to be the Nominated Supervisor of a service.

As the person responsible for the day-to-day management of an Approved Service, a Nominated Supervisor has a range of responsibilities including (but not limited to):

- Ensuring educational programs are delivered in accordance with approved frameworks, based on the developmental needs of children and designed to take into account the individual differences of each child;

- Ensuring children are adequately supervised, not subject to inappropriate discipline and protected from harm or hazards;
- Ensuring food and beverages provided by the service are healthy, nutritious and are chosen with regards to the dietary needs of children attending;
- Ensuring appropriate health and hygiene practices are developed, implemented and practiced by educators and children;
- Ensuring the prescribed levels of educator to child ratios are met and each educator at the service meets the qualification requirement relevant to their role.

The service shall require that all persons employed (whether for financial remuneration or as volunteers) in the service are fit and proper to undertake the work for which they are engaged in the service. It shall be a condition of all employment (including for volunteers) that their employment ceases immediately if they cease to be fit and proper for any reason.

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

- Are capable of providing an adequate standard of child care in the school age care setting;
- Are of good character and suitable to be entrusted with the care and protection of children; and
- Have obtained and provided to the Approved Provider of the service their current positive suitability notice, as per the *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*.

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

The Coordinator shall ensure that educators are fully informed of the policies and procedures of the service, including all changes to them, by providing an Educator Handbook and appropriate forums to provide feedback and ideas for the ongoing improvement of the service.

The Coordinator shall ensure that there is an up-to-date copy of the *Education and Care Services National Law Act 2010 and Regulations 2011* at the service (go to www.acecqa.gov.au to obtain a copy) for reference by educators and so that educators are made and kept aware of its relevance and application to them.

The Coordinator shall convene regular meetings with educators to keep them informed of all matters of concern relating to the service which is relevant or necessary for them to know in order to do their job confidently. Minutes of these meetings will be recorded.

Educators will not be permitted to consume alcohol, drugs or cigarettes, or be affected by them during the 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 Coordinator in relation to their job role;
- Actively supervise children in all areas of the service by being within sight and/or hearing distance;

- Respect the diversity of all children’s backgrounds and abilities and accommodate the individual needs of each child;
- Foster all children’s self-esteem and confidence, empowering them to make choices and guide their own play;
- Promote children’s sense of belonging, connectedness and wellbeing by interacting in a consistently positive and genuinely warm and nurturing manner;
- Treat all children equitably and respond positively to all children who require their attention;
- Communicate with children respectfully, taking the time to listen and value what they say;
- Work collaboratively to challenge, support, reflect and learn from other educators in order to further develop own skills and practices; and
- Consistently implement and reflect on professional practices as documented in the ‘My Time, Our Place’: Framework for School Age Care:
 - Holistic Approaches;
 - Collaboration with Children;
 - Learning Through Play;
 - Intentionality;
 - Environments;
 - Cultural Competence;
 - Continuity and Transitions; and
 - Evaluation for Wellbeing and Learning.

Educators have a right to:

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

Date of Development	Date Ratified	Date of Review

8.2 Educational Leader Policy

The service acknowledges the need to have a suitably qualified and experienced educator to lead the development of the program and to ensure the establishment of clear goals and expectations for teaching and learning. The Nominated Supervisor (if not the Educational Leader) will oversee the development and implementation of the educational program for the service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *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 designate, in writing, a suitably qualified and experienced educator as the Educational Leader for the service, and to note this designation on the staff record.

The Educational Leader will be responsible to:

- Lead the development of the service program, using My Time, Our Place: Framework for School Age Care in Australia to inform and guide children's learning and development, and ensure that clear goals and expectations have been established;
- Ensure that curriculum decision making is informed by the context, setting and cultural diversity of the families and the community;
- Ensure that the foundation for the program is based on the children's current knowledge, ideas, culture and interests;
- Ensure that each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating;
- Ensure that critical reflection and evaluation of children's learning and development is used for planning and to improve the effectiveness of the program;
- Mentor educators in the implementation of the program, providing professional support to assist with further skills and knowledge and provide opportunities for ongoing reflection and feedback on current practices.
- Ensure that families have opportunities and support to be involved in the program and service activities as well as contributing to the review of service policies and decisions.

Date of Development	Date Ratified	Date of Review

8.3 Recruitment and Employment of Educators Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Anti-Discrimination Act 1991 (QLD)*
- *Relevant Industrial Award/Agreement*
- *Fair Work Act 2009 and National Employment Standards (for services not operated by P&C Associations)*
- *Duty of Care*
- *NQS Area: 4.1; 4.2.1; 7.1; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 2.3 – Educator Ratios, 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 8.10 – Employee Orientation and Induction.*



Procedures

Definitions

'Equal Employment Opportunity (EEO)': is ensuring that all employees are given equal access to promotion, appointment or other employment related issues without regard to any factor not related to their competency and ability to perform their duties.

'Discrimination': is treating an individual with a particular attribute less favourably than an individual without that attribute or with a different attribute under similar circumstances. It can also be seeking to impose a condition or requirement on a person with an attribute who does not or cannot comply while people without that attribute do or can comply.

Service Responsibilities

Application of this policy is designed to facilitate the creation of a workplace culture that maximises performance through employment decisions. Employment decisions are based on real business needs without regard to non-relevant criteria or distinctions and will ensure that all decisions relating to employment issues are based on merit.

Every potential applicant/employee will be given a fair and equitable chance to compete for an appointment, promotion or transfer and to pursue their career as effectively as anyone else at the service. Consistent with this, the service will not

condone and will regard as unfair, any form of unlawful discrimination or vilification including (but not limited to) that which relates to:

- Marital/domestic status, family responsibilities;
- Disability or physical features;
- Race, colour;
- Religious belief or activity;
- Gender and/or sexual persuasion; and/or
- Medical record.

Vacant permanent part-time positions may be offered internally if the Approved Provider in conjunction with the Coordinator/Nominated Supervisor feel there is a suitable candidate. All decisions relating to promotion and career development will be made without regard to any matters other than the individual's inherent capacity and ability to carry out the position including their performance history.

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

- Local and district newspapers;
- Appropriate websites including student employment via tertiary institutions;
- School newsletters.

Suitable advertisements should include a description of the position, hours/days required, personal/ professional attributes, selection criteria, appropriate qualifications, closing date for applications and service address. Written applications should include a cover letter, resume and response to the selection criteria.

A letter confirming receipt of applications received on or before the due date shall be sent to all applicants.

Applications shall be reviewed by the Coordinator and management and suitable candidates short-listed and called to arrange for an interview. A letter shall be sent to unsuitable applicants to inform them that their application has been unsuccessful.

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

- Management representatives;
- Service representatives; and/or
- Appropriate school employees.

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

The selection panel shall conduct the interview in a professional manner, using questioning techniques to ascertain the candidates' suitability for the position. All decisions relating to the appointment will be based on the individual's relevant qualifications (if required) and their deemed capacity and ability to carry out the duties of the position. Should the panel be unable to agree on a suitable candidate, further interviews will be considered.

Unsuccessful interviewees will be notified as soon as possible by a nominated person from the interview panel followed with written correspondence.

Educators will only be employed (including as volunteers) if, after reasonable enquiries, including reference checks conducted by a member of the panel, they are considered appropriate for the job, as articulated by the Role and Expectations of Educators Policy (see Policy 8.1).

The suitable candidate shall be contacted by a member of the selection panel to make an offer of the available position, to negotiate starting dates and to inform of the orientation and induction process.

A written letter of offer will be sent to the successful applicant informing them of the decision including the terms and conditions of employment.

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

For candidates in receipt of a Blue card (working with children suitability notice), the service will complete and lodge an application form - Authorisation to confirm a valid card

For candidates not in receipt of a Blue Card (working with children suitability notice), an Application will be completed and lodged with Blue Card Services by the service prior to the candidate starting work.

If the candidate is a volunteer, a working with children Blue Card must be sighted prior to *working at the service.*"

Casual educators may be employed and/or dismissed at the Approved Provider's discretion. The 'reasonable enquiries' required for employing casual educators will include (but not be limited to):

- Requesting an appropriate resume from the candidate, including three professional/character referees;
- The Coordinator interviewing the candidate;
- Contacting at least two referees to check the person's character;
- Sighting a certified copy of a current working with children suitability notice (Blue Card); and
- Obtaining a copy of the appropriate qualifications of the person for the relevant job.

Prior to being selected for a job, whether as a paid employee or a volunteer, the person will be given a written job description and terms of employment (for paid employees), Educator handbook and access to a full copy of the service policies and procedures.

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

- They have received and agree to accept the job on the basis of the materials given to them; and
- Agree to observe strictly the policies and procedures of the service, as amended from time to time.

All new educators (including volunteers) will be given an induction session, of at least 2 hours duration, by the Coordinator or other suitable educator nominated by the Coordinator, to ensure they are aware of and including the location of the following:

- Their terms of employment or engagement (including role description);
- Relevant pay award;
- All service policies and procedures (including child protection and grievance procedures);
- Information about the philosophy and goals of the service;
- The Educator Handbook;
- National Quality Standard for Education and Care Services;

- 'My Time, Our Place' Framework for School Age Care in Australia;
- The physical facilities of the service;
- The other educators in the service and their roles;
- The Duty of Care owed by educators at the service to children and others; and
- Any other matters which are necessary to enable the educator to properly do their job within the service, or which they reasonably wish to know.

The Coordinator shall, in conjunction with management and educators, review the relevant job descriptions and any other requirements relating to the job, against performance indicators which have been previously agreed upon, at least once each year and shall ensure that any resulting changes to the job description, performance indicators or terms of employment are recorded, and accepted by both parties.

The Approved Provider shall review the job description of the Nominated Supervisor and/or Coordinator and any other requirements relating to the job against agreed performance indicators, 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 Nominated Supervisor/Coordinator and the Approved Provider shall ensure that appropriate expert industrial relations advice is sought and obtained as necessary to deal with staffing issues within appropriate legal and industrial standards.

Employment of family members/personal friends

The service may at times employ family members or personal friends of employees or management members. In these instances, the following will apply in addition to the above employment procedures:

- The relationship will be disclosed on the job application;
- The interview and subsequent appraisal processes will not involve the relevant employee or management member;
- All reference checks will be made by an independent person;
- Disciplinary procedures will be applied consistently, with independent people overseeing and conducting the process; and
- Timesheets will not be authorised by family members or associated persons. Where the Coordinator has a member of the family working in the service, timesheets will be authorised by a nominated representative of management.

Date of Development	Date Ratified	Date of Review

8.4 Educator Professional Development and Learning Policy

The service endeavours to provide adequate and relevant ongoing training and development for educators to enable them to do their job confidently and to properly comply with service policies and procedures and other requirements of the service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- 'My Time, Our Place' Framework for School Age Care in Australia
- *Duty of Care*
- *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 Coordinator will facilitate opportunities for educators to access professional development and learning opportunities on a regular basis relevant to:

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

Professional development opportunities to learn or further enhance skills and access information relevant to their role may be made available through:

- Team meetings;
- Training/information sessions;
- External or internal workshops.

The Coordinator will, wherever possible within the resources of the service, bring in specialist or expert presenters to provide training to educators on issues requiring expert knowledge.

The Coordinator will ask educators on a regular basis to contribute suggestions for training topics.

The Coordinator will be responsible to ensure that a written record of all professional development of educators is kept and regularly reviewed in conjunction with the Approved Provider.

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

8.5 Volunteers Policy

Policy Statement

Volunteers including students who are in an unpaid role and volunteering for skill development (i.e. on practicum placement) can be a highly valued resource. These individuals can add a positive contribution to the care and education provided by the service. The Approved Provider is committed to delivering quality management and support for all people in a child-related to roles, including those in a volunteer capacity. Sherwood OSHC also recognises the importance and duty to ensure all individuals engaged in child-related work should be a suitable persons to do so, requiring relevant induction, orientation and on-going supervision.

The Approved Provider also recognises their duty to comply with *Education and Care Service Regulations 2011* 168 (2)(i), 149 and 177.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- *Work Health and Safety Act 2011 and Regulations 2011*
- *NQS Area: Quality Area 2 – Children’s Health and Safety, Quality Area 4 – Staffing Arrangements*
- *Policies: 8.9 – Code of Conduct, 8.10 – Educator Orientation and Induction, 10.1 – Quality Compliance, 10.8 - Information Handling (Privacy and Confidentiality), 10.9 – Risk Management and Compliance*

E&CS Legislation Compliance

- Education and Care Services National Regulations 168 (2)(i), 149 and 177

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none"> • Ensure procedures are created to monitor and maintain suitable management on volunteers to uphold the safety and wellbeing of children. • Ensure records are maintained to demonstrate compliance.
Nominated Supervisor	<ul style="list-style-type: none"> • Ensure compliance with organisational and legislative standards. • Lead a suitable suitability assessment and induction to support a volunteer’s engagement, learning and development. • Complete documentation and maintain relevant records.
Responsible Person in Charge	<ul style="list-style-type: none"> • Monitor the conduct of volunteers and interaction with children. • Support learning and development. • Ensure all volunteers under the age of 18 are fully supervised at all times.
All Staff	<ul style="list-style-type: none"> • To support interactions with children and guide learning and development. • Ensure the safety and wellbeing of children through supporting volunteer’s understanding of procedures, expectations and interactions. • Report any concerns immediately.



Procedures

Blue Card (Working with Children Check)

Volunteers must hold a blue card before they begin at the service in any capacity. An application to 'Link a cardholder to the organisation' will be lodged to Blue Card Services upon commencement. Copies of the volunteer's Suitability Card (Positive Notice) will be kept on file

Suitability and Induction

The Nominated Supervisor will meet with any persons interested in volunteering before agreeing to their engagement. The Nominated Supervisor will be satisfied the volunteer is suitable (demonstrates expected knowledge, skill and abilities) to care for children attending the service.

An induction process will be undertaken prior to participating in the service and interaction with children. The topics covered in the induction include (but are not limited to):

- Sherwood OSHC's *Philosophy Statement* including its commitment to an environment which is safe and friendly to children;
- The location of the service's *Policy and Procedure Manual*, including an outline of key procedures;
- Procedures to follow when harm is disclosed or identified;
- Feedback and complaints procedures and contact information;
- Emergency and evacuation plans, roles and expectations
- Work Health Safety Manual

Conduct and Engagement

1. All volunteers will be asked to acknowledge their understanding and commitment to the Code of Conduct. Volunteers will be held to the same standard of behaviour as all employees.
2. Volunteers will be supported and guided by other educators while participating in the service, with close support provided during the initial orientation shifts. The service will pair the volunteer with an educator to mentor and model the role and expectations.
3. Volunteers will not be responsible for responding to the behavioural needs of children. They will be asked to report any concerns to an educator for support.
4. With the consent of the Approved Provider and only when assessed as being both suitable and competent, volunteer workers *may* be counted towards the educator-to-child ratios for the service, provided they meet the qualification requirements.
5. Volunteers under the age of 18 *must* be fully supervised at all times. Volunteers under the age of 18 will not be counted towards the educator-to-child ratio.

Record of Volunteer Details

The Nominated Supervisor is to record and maintain:

- the personal details of all volunteers including – full name, address, and date of birth; and
- The details of all volunteers timesheet of attendance (recording the details of the date and time each day the volunteer or student participated).

Volunteer records will be stored in accordance with the procedures outlined in *10.8 Information Handling (Privacy and Confidentiality)*.

Policy Controls			
Endorsed by:	Approved Provider	Date Endorsed:	8/08/2019
Date implemented:	25/08/2019	Date families notified	9/08/2019
Version:	8.5-2019/1	Date of review	25/08/2021

8.6 Employee and Volunteer Grievance Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Privacy Act 1988 and Regulations 2013*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Duty of Care*
- *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 Nominated Supervisor/Coordinator shall be the first contact for all complaints however, the employee will have direct access to the Approved Provider, and will be encouraged to do so, if:

- The complaint is about the conduct of the Coordinator/Nominated Supervisor;
- The employee is not comfortable to take the complaint to the Coordinator;
- The employee is not satisfied with the Coordinator's handling of the complaint; and/or
- The complaint is about a matter of management and administration policy.

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

The Coordinator will seek to resolve all genuine and reasonable verbal grievances in the most appropriate way possible in consultation with the complainant. Discussions with the complainant are not to be conducted in the presence of children, other employees or parents, and heated discussions will be avoided.

Written records of discussions will be maintained following confidentiality procedures.

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

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

Date of Development	Date Ratified	Date of Review

8.7 Workplace Harassment and Bullying Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Family and Child Commission Act 2014*
- *Work Health and Safety Act 2011*
- *Prevention of Workplace Harassment Advisory Standard 2004*
- *Anti-Discrimination Act 1991 (QLD)*
- *NQS Area: 4.2; 7.1.1, 7.1.2, 7.1.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.5 – Volunteers Policy, 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction.*



Procedures

Definition

Workplace harassment/bullying is verbal, physical, social or psychological abuse by your employer (or manager), another person or group of people at work. Workplace harassment and bullying occurs when a person is subjected to repeated behavior, that:

- Is unwelcome and unsolicited;
- The person considers to be offensive, humiliating, intimidating or threatening; and
- A reasonable person would consider to be offensive, humiliating, intimidating or threatening.

For the purpose of this policy, workplace bullying and/or harassment means behavior that is repeated or occurs as part of a pattern of behavior and may include:

- Abusing a person loudly, usually when others are present;
- Repeated threats of dismissal or other severe punishment for no reason;
- Constant ridicule and being put down;
- Leaving offensive messages via text, email or phone;

- Sabotaging a person's work, for example, by deliberately withholding or supplying incorrect information, hiding documents or equipment, not passing on messages and getting a person into trouble in other ways;
- A manager setting unreasonable timelines or constantly changing deadlines for an employee to meet, or setting tasks that unreasonably below or beyond a person's skill level;
- Maliciously excluding and isolating a person from workplace activities;
- Persistent and unjustified criticisms, often about petty, irrelevant or insignificant matters;
- Humiliating a person through gestures, sarcasm, criticism and insults, often in front of customers, management or other workers; and/or
- Spreading gossip or false, malicious rumours about a person with an intent to cause the person harm.

It shall be acknowledged that the impacts of bullying and harassment can be traumatic and may result in employees suffering stress, feelings of isolation at work, anxiety, loss of self-esteem, loss of financial security, loss or deterioration of personal relationships, physical symptoms of stress such as headaches, backaches, stomach cramps, and depression.

Some types of workplace bullying are criminal offences therefore any instances of violence, physical assault and/or stalking will be reported to the Queensland Police Service immediately.

Scope

Workplace bullying and harassment shall not be tolerated or accepted by any employee or member of management of the service. This policy relates to such incidents as they may occur at the workplace during working hours, and all work related events including but not limited to:

- Team meetings;
- Family events organised by the service;
- Celebratory functions; and/or
- Other events organised by the service in public or private locations;

This policy also relates to, but is not limited by the following types of communication:

- Verbal communication, either via phone or in person in the workplace, and outside of it;
- Written communication including letters, notes, minutes of meetings etc.; and/or
- Internal and external communication including emails and/or text messages.

Standards of behavior

In line with the service's commitment to creating a workplace that is free from workplace health and safety risks and one which strives to create positive working relationships, all those covered by this policy are expected to observe the following minimum standards of behavior, including:

- Being polite and courteous to others;
- Being respectful of the differences between people and their circumstances;

- Ensuring they do not engage in any bullying behavior towards others in, or connected with the workplace. This includes hurtful remarks or attacks and making fun of a person or their work (including references to family, sex, sexuality, gender identity, race or culture, education and economic background);
- Ensuring they do not assist, or encourage others in the workplace, or in connection with the workplace to engage in bullying behavior of any type;
- Adhering to the service's grievance procedures, as listed further in this policy, if they experience any bullying behaviours personally;
- Reporting any bullying behaviours they see happening to others in the workplace, or connected with the workplace in line with the grievance procedure in this policy; and
- Keeping information confidential if involved in any investigation of bullying.

Responsibilities

It is the responsibility of all employees to not participate in discriminatory or harassing behaviour within the workplace. The Approved Provider/Coordinator is accountable for ensuring professional standards of conduct are observed at all times and to take immediate preventative action in any situation that has the potential to be construed as harassment. This means acting as a role model for staff to demonstrate appropriate behaviour.

Incidents of harassment are to be treated seriously and immediate action must be taken to deal with complaints.

Employees who believe they are being harassed in any way, are to be informed of their right to **not ignore it** but to take action

:

- Tell the other person in a direct and firm manner that their behaviour is offensive and unacceptable. However, telling the person may not be enough to stop the unwelcome behaviour so be prepared to take further action.
- Keep diary notes of all incidents with details of the harassment, dates and times, name(s) of offending party (i.e.), and any response you made.
- Discuss the situation with the Coordinator or member of management; and
- Adhere with Consultation and Dispute Resolution Clause in the Award.

Grievance procedure

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

All reports of harassment and/or bullying behaviour shall be managed in accordance with the service's grievance procedures which include:

- Reporting the grievance to the Coordinator /Approved provider through the appropriate channels;
- Arranging for a meeting with the complainant to discuss the nature of the alleged complaint and or grievance; and
- Documenting all conversations regarding the grievance and all alleged instances of harassment or bullying, when they occurred, who was involved, what actually happened and any witnesses or other relevant information.

The Approved Provider may seek expert advice from their employer association in managing any alleged instances of harassment or bullying in the workplace with appropriate dispute resolution services accessed as required and upon professional advice.

Confidentiality

Whilst all endeavours will be made to maintain the integrity of the investigative process and to preserve the confidentiality of the complainant and the person accused, it may be necessary to speak with other workers or people involved to determine what happened.

Those people who are involved in the complaint (including the complainant, witnesses etc.) are also under a duty to maintain confidentiality and display a commitment to uphold the integrity of the investigation process.

If the complainant chooses to bring a support person with them to any meetings, they too are bound by confidentiality.

Gossiping and/or the spreading of rumours as a result of, or in connection with, a process followed under this policy will not be tolerated under any circumstances and may lead to further disciplinary action for those concerned.

All meetings will be documented with minutes recorded and treated in a confidential manner. Information including letters of complaint and meeting minutes will be stored confidentially.

Outcomes

The outcomes of formal or informal complaint procedures will depend on the nature of the complaint, its severity and what is deemed appropriate in the relevant circumstances.

Where the results of an investigation procedure suggest that an individual is guilty of bullying, appropriate disciplinary procedures will be followed in line with the Employee Counselling and Disciplinary Procedures Policy (Policy 8.15).

Disciplinary action will depend on the nature and severity of the behaviour and may include termination of employment, which may be instant dismissal where serious misconduct is deemed to have occurred.

In addition to procedures articulated in the Employee Counselling and Disciplinary Procedures Policy, other action may be deemed necessary to resolve or remedy the behaviour complained of, including but not limited to:

- Providing training to employees concerned regarding bullying;
- Requiring employees who have breached this policy to apologise to appropriate person(s);
- Adjusting working arrangements where appropriate;
- Providing counselling to employees (complainant and the person complained of);
- Placing employees on performance improvement plans to ensure improved behaviour; and/or
- Providing coaching and mentoring.

References

CMS - Community Management Solutions – Workplace Bullying Toolkit

Date of Development	Date Ratified	Date of Review

8.8 Employee Performance Monitoring, Review and Management Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *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 the Nominated Supervisor/Coordinator, and for the Nominated Supervisor/Coordinator, performance will be managed by the Approved Provider/ executive office bearers.

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

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

- The employee completing a performance review self-assessment prior to an interview with Coordinator and/or management;
- A performance review assessment conducted by the Coordinator and/or management;
- A formal interview where aspects of performance assessments are discussed and will include the identification of strengths, aspirations and areas for improvement; and
- Individual development plans are developed and documented to support performance improvement for each employee.

Commitment to ongoing professional development and opportunities to enhance knowledge and skill based on the needs and goals of the service and its stakeholders are discussed and implemented.

Ongoing feedback about performance will be provided and professional development opportunities monitored and reviewed throughout the forthcoming year. Individual performance progress will be noted on individual performance and/or training plans.

Date of Development	Date Ratified	Date of Review

8.9 Employee Code of Conduct Policy

The service expects that all employees conduct themselves in such a way that is professional and in accordance with the philosophy and goals of the service. Employees are expected to actively demonstrate a positive attitude towards their work, the service and the service's clients, demonstrating the behaviour expected including integrity and professionalism. The service requires that all employees abide by the code of conduct at all times during their interactions with children, families, community members, management and other employees.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Family and Child Commission Act 2014
- *Anti-Discrimination Act 1991 (QLD)*
- *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, 8.7 – Workplace Harassment and Bullying, 8.10 – Employee Orientation and Induction, 8.19 – Employee Counselling and Disciplinary Procedures.*



Procedures

This policy applies to all employees while in the workplace, or off site at work-related functions (including social functions and celebrations), while on excursions or attending work-related training and conferences.

The (*insert name of Approved Provider*) believes that all employees should be able to work in an environment free from discrimination, victimisation, sexual harassment, vilification and the seeking of unnecessary information on which discrimination might be based. We consider these behaviours unacceptable and they will not be tolerated.

Employees are expected to conduct themselves in a manner which respects the rights and welfare of all employees, volunteers, families and children and to show competence, care, good faith and compliance with instructions and policies and procedures in the performance of their duties.

Employees shall be provided with a copy of the service's code of conduct, code of practice or code of ethics (see 8.9.1) prior to commencing employment.

Employees shall be expected to read the document and indicate that they have understood all of the conduct requirements by signing the agreement.

Educators shall be expected to consistently uphold the agreement during their employment with the service, contributing to the creation of a discrimination free and inclusive workplace and a healthy workplace culture.

Breaches to the agreement shall be taken seriously which may result in appropriate action taken on behalf of the employer/service. Action will be appropriate to the breach and may include:

- Counselling;
- An official warning and note on the employee's file;
- A formal apology;
- Demotion; or
- Dismissal for serious misconduct.

References

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

Date of Development	Date Ratified	Date of Review

8.9.1 Employee Code of Conduct Template

The service's Code of Conduct complements the 'QCAN Code of Ethics for OSHC'. The code of ethics provides a basis for critical reflection, a guide for professional behaviour and general assistance with the resolution of ethical dilemmas.

All educators, volunteers and ancillary staff members agree to:

- Abide by any relevant legislative and National Quality Standard requirements as well as understand and actively implement the policies, procedures and rules of the service;
- Value the different perspectives of educators, supporting and working collaboratively to maintain the philosophy and goals of the service;
- Contribute to creating a positive atmosphere of trust and openness through modelling respectful and courteous language and behaviour;
- Uphold Duty of Care obligations by maintaining a safe environment for all including active supervision of children, compliance with Workplace Health and Safety requirements and ensuring all necessary documentation is completed;
- Treat children, families, educators, other employees, management/school/community members or visitors to the service with courtesy, respect and consideration at all times;
- Only discuss confidential information or issues of the service with appropriate people within the service and not with any person outside the organisation, unless required by law;
- Resolve any conflicts with other employees or members of the Management using the policy and procedures developed within the service;
- Represent the service in a positive way;
- Act positively on complaints and provide services to the best of their ability;
- Strive to build a harmonious, equitable and non-discriminatory workplace;
- Wear clean, neat clothes, professionally appropriate to the type of work to be undertaken and not offensive to the children, families, other employees, Committee members or visitors of the service.

****Note****

It is unacceptable for any employee to use any form of harassment, physical, verbal or emotional punishment when carrying out their duties with children, families, other employees or other visitors to the service.

8.10 Employee Orientation and Induction Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011*
- *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 appointed educator) shall take responsibility for the appropriate and ongoing induction and orientation for new employees. The orientation and induction process shall include (but not be limited to):

- A meeting with the new employee prior to engagement to complete all paperwork relating to their suitability for employment. (This will involve completing appropriate documentation to validate the new employee's blue card and qualifications);
- An information package given to the new employee, which highlights key aspects of the role, must be known and understood prior to commencing work at the service;
- A minimum 2 hour induction/orientation session where the Coordinator will introduce the new employee to other staff, familiarise the new employee with the service facilities, and work through the Induction and Orientation Checklist (see 8.10.1) with the new employee;
- During the first session of employment, the new employee will be partnered with an experienced educator;
- Within the first two weeks of employment, the Coordinator will work closely with the new employee to ensure all Induction and Orientation training is provided and a checklist completed and signed off by the new employee and Coordinator/relevant training officer.
- Feedback on the effectiveness of the induction and orientation process will be sought from the new employee by the Coordinator.

Date of Development	Date Ratified	Date of Review

8.10.1 Educator/staff Orientation and Induction Checklist

This service provides all educators/staff with a 2 hour, paid Orientation and Induction. This process is designed to help you start your job with a good background of how we operate and what we expect from you as an employee.

EMPLOYEE NAME:

Have you received:

- Personal Information Form
- Confidentiality Agreement
- Position Description
- Employment Contract
- Letter of Employment
- Tax Declaration form
- Blue Card Application (if no current card held)
- Authority to verify valid blue card (if card is current)
- Superannuation Membership Form
- Service Information Sheet
- Educator/staff Roster
- Educator/staff Handbook
- Family Information Package
- Policy and Procedure Document
- Uniform Shirt
- Union information

Have you completed, signed and returned:

- Personal Information Form
- Confidentiality Agreement
- Employment Contract
- Tax Declaration form
- Blue Card Application (if no current card held)
- Authority to verify valid blue card (if card is current)
- Superannuation Membership Form

Have you been shown:

- Location of educator/staff and children's toilets
- Location of First Aid Kit
- Telephone
- Fire extinguishers
- Whole of service and school tour
- Educator/staff parking procedures
- Staff noticeboard area

Have you met:

- Rest of educator/staff
- Children
- Families

I have received information and have an understanding of:

- Role of key personnel
- Service rules, behaviour management and anti-bullying procedures
- Supervision and duty of care
- Injury/illness procedures
- First aid procedures
- Fire evacuation and lockdown procedures
- Medication administering procedures
- Workplace health and safety procedures
- Risk management and hazard reporting
- Daily routines
- Excursion procedures
- Staff rosters and timesheets
- Current pay award
- Educator/staff communication
- Food preparation and hygiene procedures
- Toileting procedures for children and educators
- Children sign in/out and collection procedures
- Service statement of philosophy
- My Time, Our Place, the program and expectation of practice
- Child Protection Policy and the reporting of harm
- Grievance management

*Have you been given an over view of Service Policies, Handbooks and expectations?
Have you been given an opportunity to ask questions?*

To be completed by new employee within one week of commencement

Form to be photocopied, original retained by Service and placed in Educator/staff File.

Employee name and signature:Date:

Coordinator name and signature:Date:

8.11 Employee Leave Policy

The service management seeks to ensure that all employee leave and entitlements are managed in accordance with clearly articulated guidelines so as not to negatively impact on the operations of the service. This policy shall include all applicable forms of leave and relevant entitlements.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *P&C Accounting Manual, P&C Operations Manual (for P&C managed services)*
- *Children's Services Award (State) 2012 (P&C managed services only), Children's Services Award 2010, National Employment Standards.*
- *Fair Work Act 2009*
- *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 Approved Provider at least two weeks prior to such leave.

Employees requesting long service leave must submit their request, in writing to the Approved Provider, 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. Pre-planned arrangements for replacement staff will be in place.

In the event of sick leave of the Coordinator/Nominated Supervisor, a report shall be made to the Approved Provider with the name of the person expected to assume responsibility for the service on that day or throughout the duration of their leave period.

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 holiday and personal leave accruals on their weekly or fortnightly pay slip.

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

Date of Development	Date Ratified	Date of Review

8.12 Employee Qualifications – Monitoring Progress Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Children’s Services Award (State) 2012 (P&C managed services only), Children’s Services Award 2010, National Employment Standards.*
- *NQS Area: 4.1; 7.1.1, 7.1.2, 7.1.3, 7.1.4; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 2.3 – Educator Ratios, 8.3 – Recruitment and Employment of Educators, 8.4 – Educator Professional Development and Learning, 8.8 – Employee Performance Monitoring, Review and Management, 10.1 – Quality Compliance.*



Procedures

Employees recruited as qualified staff, shall provide the service with certified copies of their certificate of accredited and approved training, or, of enrolment in an approved course and available transcripts of coursework as completed.

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

The employer’s representative (manager, director or Coordinator) shall monitor and track the employee’s progress through the course, particularly observing that the course will be completed within the required time frame being twice the scheduled course duration.

The employee shall be required to submit a statement of progress, result or other evidence such as a transcript, to demonstrate completion of course components on a regular basis. This information will be gathered every 6 months or as details are released from the training provider or higher education institution.

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

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

Date of Development	Date Ratified	Date of Review
---------------------	---------------	----------------

--	--	--

8.13 Employee Health Policy

The service expects that employees shall take a conscientious approach to managing their own health and in protecting the health and wellbeing of children, colleagues and others engaged in the service's program and activities.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Duty of Care*
- *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 report to work under the influence of any drug or alcohol which may impact on their individual capacity to perform duties as expected of them in their job role.

Employees who are unwell should not report to work and should notify their supervisor at their earliest convenience that they are unfit for work. (Medical certificates may be required)

Employees may be requested to undertake a health check or medical to verify that they are fit for work as expected of them in their role. This process will be non-discriminatory and implemented without bias or prejudice.

Employees who become unwell whilst on the job shall report immediately to their supervisor and may be relieved from duties.

Employees who have been diagnosed with or suspect that their illness is due to infectious disease shall follow the guidelines as specified by the service in 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

8.14 Employee Online Social Networking Policy

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



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011*
- *Privacy Act 1988 and Regulations 2013*
- *Duty of Care*
- *NQS Area: 4.2.1; 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, Pintrest, LinkedIn;
- Video and photo sharing websites: YouTube, Flickr, Instagram, Snapchat;
- Blogging sites: Twitter, Tumbler;
- All forums and discussion boards;
- Wikipedia; and
- E-learning portals (i.e. www.mytimeourplace.com.au).

Responsibilities

Good judgement and common sense must be used to ensure the reputation of the service, its employees and stakeholders are not harmed during the use of social networking media. Once something is placed online, it spreads quickly and cannot be retracted.

While the service does not wish to control personal private information released outside of work hours, any image, comment or status distributed by an employee that damages the reputation of the service, its employees and other stakeholders, will be treated as a serious breach of this policy and may result in disciplinary action.

When using social networking media, the following guidelines must be adhered to at all times:

- Children of the service should not be included as 'friends' on social networking sites;
- Offensive comments are not to be made about fellow employees online. This will be viewed as cyber bullying. Even if comments are not made directly, they may still be viewed indirectly by multiple people;
- The service name shall not be mentioned in online posts and statuses. This is the best way to ensure that the service's reputation is safeguarded. If it is necessary for an employee to speak about their place of employment online, they are to refer to 'work' and not to the service name;
- Work-related problems, tasks and ventures should not be discussed online. Confidentiality must be maintained at all times;
- Be clear that your personal views are yours, and not necessarily the views of the service management and/or stakeholders;
- Photos of employees in work uniform are not to be placed online; and
- If anything is posted online by others which may harm the reputation of the service, its employees or stakeholders, and you have the capacity to delete such information, the Approved Provider asks that you do so immediately.

Potentially dangerous or damaging to the image or people of the service found online are to be brought to the attention of the Coordinator. This should be done immediately and the information should not be shared with others.

Date of Development	Date Ratified	Date of Review

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.

Children of employees must be eligible to attend a school age care program, that is, “children over pre-school age” as defined in the *Education and Care Services National Law 2010 and Regulations 2011*.

Employees shall be expected to professionally carry out all duties as expected of them while they are employed in the service regardless of the attendance of their own children.

Children of employees shall be provided with consistent care, consideration and involvement in the service as any other child participating in the program. The behaviour of children of employees shall be managed as it would any other child participating in the program.

For services located on a school site, if the employee’s child has been excluded from the school, the coordinator will:

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

Date of Development	Date Ratified	Date of Review

8.16 Employee Immunisation Policy

The service acknowledges their obligation as an employer under the *Work Health and Safety Act 2011*, in ensuring the 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*
- *Staying Healthy in Childcare*
- *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 as 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 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); and
- 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 8.16.1) as part of the service employment process.

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

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

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

Conscientious objectors may be required to seek further advice from a medical authority to support their clear understanding of such objection. 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/>

References

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

Date of Development	Date Ratified	Date of Review

8.16.1 Employee Immunisation Record

****Please Note**** This document remains strictly private and confidential and will be filed in your employee file.

Employee Name	Date of Birth
Position in Service	Date of Employment

The National Health and Medical Research Council (NHMRC) recommends that all educators and other employees are immunised against:

- Pertussis (Whooping cough) – this is especially important for educators and other employees caring for the youngest children who are not fully vaccinated.
- Measles/mumps/rubella (MMR) – for educators and other employees born during or since 1966 who do not have vaccination records of two doses of MMR, or do not have antibodies against rubella.
- Varicella (chickenpox) – for employees who have not previously had chicken pox.
- Hepatitis A – young children may not show any symptoms however, they may be infectious. Additional vaccinations are recommended for special categories of educators and other employees:
- Hepatitis B – for educators and other employees who care for children with intellectual disabilities. Although the risk is low, seek advice about hepatitis B immunization if the children are unimmunized. Immunisation of the children should be encouraged.
- Japanese encephalitis – for educators and other employees who work in the outer Torres Strait Islands for one month or more during the wet season.

Immunisation history

Vaccine	Immunity Status (immune/not immune)	Date vaccine given	Date vaccine given	Date vaccine given	Date vaccine given	Revision date
Hepatitis A						
Hepatitis B						
Pertussis (whooping cough)						
Influenza						
MMR						
Varicella (chickenpox)						
Other						

Immunisation acknowledgement

I, acknowledge that I have received information about the risks of infectious diseases that my position at the service poses. I have been provided with written information about service procedures and I understand and acknowledge the implications of being exposed to such diseases as part of my work duties.

Employee	Signature	Date
----------	-----------	------

Nominated Supervisor	Signature	Date
----------------------	-----------	------

Immunisation objection

I do not wish to (please tick the appropriate statements):

- disclose my previous vaccination history
- undertake any recommended vaccinations ****Please Note**** - A Conscientious Objection letter, signed by a Medical Practitioner, **MUST** be provided

Consent to discuss immunisation history

I, do/do not consent for the Nominated supervisor to discuss my immunisation history, with relevant stakeholders, in relation to my work duties and the risks posed if there is an outbreak.

Employee	Signature	Date
----------	-----------	------

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: and
- Are physically able to carry out their duties, as per their job description.

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

Responsibilities

The Approved Provider/Coordinator will:

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

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

Each employee will:

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

All disclosed information will be dealt with in strictest confidence.

Employees should also be aware that rights to workers compensation or a common law claim may be affected if they are involved in a work related accident while under the influence of alcohol or drugs.

Alcohol

An employee must not be under the influence of or be affected by alcohol while on duty. This means that all employees are expected to have a 0.00 blood alcohol content at all times they are required to undertake the duties and responsibilities associated with their contract of employment.

If any employee becomes aware of behaviours from which they might draw the conclusion that another employee is intoxicated, the Coordinator or approved provider **MUST** be contacted immediately. Such behaviours may include, but not be limited to:

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

If the above concerns are raised regarding an employee, the Approved Provider may request a blood alcohol test, at the management expense. If the employee's blood alcohol content is higher than 0.00 they will be considered unfit for work immediately.

For the employee to return to work, the Approved Provider/Coordinator must be satisfied that they are fit for work and that they have a blood alcohol content of 0.00. Proof of which may include the undergoing of another blood alcohol test, at the employees expense.

An employee is prohibited from operating any machinery or equipment, including any motor vehicle, if they are under the influence of alcohol.

Alcohol must not be consumed anywhere within the grounds of the service, during work time. There may be occasions when alcohol may be consumed as part of a work function, or other recognised work event. Where the consumption of alcohol has been properly approved, employees must continue to act in a sensible and responsible manner and with due care for their own and other people's safety and wellbeing. Failure to act in a sensible and responsible manner or to follow any directions with regards to the consumption of alcohol may result in disciplinary action as listed further in this policy.

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

Drugs

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

If any employee becomes aware of behaviours from which they might draw the conclusion that another employee is under the influence of drugs, the Coordinator or Approved Provider must be contacted immediately.

If concerns of this nature are raised regarding an employee, the Approved Provider may request a drug test, at the management expense. This means that employees are expected to return a negative urine test for the following substances:

- Amphetamines;
- Cannabinoids/THC/Marijuana;
- Opiates/Barbiturates;
- Benzodiazepines;
- Cocaine/Methadone; or
- LSD.

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

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

An employee must not cultivate, sell or have in their possession or control any unlawful drug or drug taking implement anywhere on the education and care service premises or grounds or while on duty.

If the Approved Provider becomes aware that you have, or have had, in your possession or control, or are cultivating or supplying unlawful drugs or drug taking implements, whether for profit or otherwise on the service premises or grounds or while on duty, they will notify the police and actively assist them in their enquiries.

Any drugs prescribed by a medical practitioner must be used in accordance with medical advice. Any non-prescription drugs must be used in accordance with manufacturers' recommendations. If an employee is taking prescription or non-prescription drugs, which could cause drowsiness or otherwise

affect their fitness for work, they must advise the Coordinator so that their ability to work safely can be monitored. If necessary, a medical opinion may be obtained.

The unauthorised possession or consumption of illegal drugs at the workplace will result in termination of employment.

Alcohol and Drug Testing Requirements

Testing may be carried out when/where:

- An employee is involved in an incident or accident;
- An employee displays:
 - Unsafe behavior;
 - Causes injury to any other person;
 - Commits an act of negligence or carelessness; and/or
 - Shows disregard for safety.
- There is reason to believe that an employee is affected by alcohol or drugs; and/or
- Evidence of alcohol or drug use at the workplace is discovered and the employee or employees concerned can be identified with reasonable certainty.

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

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

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

Disciplinary Procedures

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

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

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

- The seriousness of the employees behavior;
- The risk posed to the safety of employees and others; and

- Any previous breaches of this policy.

An employee who receives a warning will be counseled by the Approved Provider regarding:

- The 'Fit for Work Policy' and the obligations and responsibilities under it;
- The serious and unacceptable nature of the person's behavior;
- The risk posed for the safety of the employee and others;
- The employees responsibility to demonstrate that the problem has been effectively addressed;
- The consequences for future breaches of this policy; and
- The reasons why the person has used alcohol or other drugs to the extent that they are in an unfit state.

The employee will be advised that they may be monitored for a period of time to ensure that the problem has been addressed and that during this period they may be subject to periodic alcohol and drug testing.

The employee will receive a written warning which will reflect the key points covered in this process. A copy of this will be placed on their personnel file.

Employees will not be paid for the period which they are unfit for work.

An employee who receives a final written warning will be counselled by the Approved Provider as set out above and will be required to demonstrate that the threat to work performance and/or safety has been effectively addressed before they are permitted to return to work.

The final written warning will have the effect that any further breaches of this policy may result in termination of their employment. A copy of the warning will be placed on their personnel file.

Fatigue

Work related fatigue may arise from situations requiring concentration for extended periods during work hours, working in extreme temperatures or working in high-risk situations.

Non-work related fatigue is generally the result of poor quality or inadequate sleep which may be caused by a number of reasons, including sleep disruption, ill family members, distress, domestic responsibilities or a second job.

The Coordinator is responsible for ensuring roster cycles are monitored and reviewed to address the potential for fatigue, especially among employees engaged in split shifts and/or potentially hazardous activities.

The Coordinator is responsible for ensuring shift lengths are monitored to prevent excessive time working. Provision will be made on all shifts for appropriate rest breaks during and between shifts to ensure that employees have adequate opportunity for rest.

The Coordinator will take all practical steps to assess and manage the work environment to minimise the impact of fatigue.

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

Physical Ability

The Coordinator is responsible for ensuring that all employees are fit and able to perform their duties, when arriving for their shift.

To be considered physically capable of performing their duties, the employee must be able to move about freely, particularly in the case of emergency or risk of harm to others.

As per their job description, the employee must be able to interact with the children and actively contribute to the activities, experiences and routines of the service. This may include, but not be limited to physical activities such as walking, running, standing, crouching and kneeling.

Confidentiality

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

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

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

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

References

(ACSEA, 2006)

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

Date of Development	Date Ratified	Date of Review

8.18 Employee Retention Policy

The service recognises the importance of retaining quality employees who demonstrate ongoing commitment to their work with children and families and use professional standards to guide their practice. The development and retention of quality employees ensures continuity and that the school age care program is responsive to the needs of children as individuals and in groups.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Relevant Industrial Awards
- *NQS Area: 4.1; 4.2; 7.1.2, 7.1.3; 7.2.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.4 – Educator Professional Development and Learning, 8.8 – Employee Performance Monitoring, Review and Management, 8.10 – Employee Orientation and Induction, 8.12 – Employee Qualifications – Monitoring Progress.*



Procedures

The service will develop clear policies and procedures in relation to employee vacancies to ensure key values, skills and attributes are identified when advertising vacancies.

The service will ensure policies and procedures are developed and implemented in relation to employee orientation and induction with individual checklists completed to ensure all aspects of the employee's job role are discussed.

The service will develop clear policies and procedures in relation to employee performance reviews with identified strategies in place to manage ongoing learning and professional development.

The service will develop exit interview strategies to ascertain reasons for staff turnover with the intention to develop strategies to promote job satisfaction for existing employees.

The service will actively work towards supporting educators to develop professionally through:

- Encouraging attendance at workshops;
- Supporting networking opportunities;
- Supporting higher education and qualification attainment;
- Enabling 'on the job' development and learning through coaching, mentoring and effective leadership; and
- Providing regular opportunities for team members to come together and share thoughts and ideas enabling critically reflective practice.

The service may provide benefits for employees who demonstrate an ongoing commitment to their role and use professional standards effectively to guide their practice through employee acknowledgement programs which may include:

- Employee of the month;
- Appreciation certificates;
- Career advancement/promotion;
- Staff fee discount;
- Other rewards as deemed appropriate by management.

References

<https://www.davidsoninstitute.edu.au/learning-centre/business/articles/developing-a-staff-retention-strategy>
<http://www.dixonappointments.com.au/-500862/staff-retention>

Date of Development	Date Ratified	Date of Review

8.19 Employee Counselling and Disciplinary Procedures Policy

The service acknowledges that, from time to time, employee behaviour and performance may fall below the expected standards as detailed in the specific job description and orientation/induction processes. The purpose of this policy is to establish an equitable and consistent approach to addressing unsatisfactory work performance and/or conduct by:

- Ensuring counselling takes place to reinforce the expected performance or conduct standards;
- Establishing a process under which warnings may be issued and discussed; and
- Providing for disciplinary action when performance or conduct does not improve.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Duty of Care*
- *Privacy Act 1988 and Regulations 2013*
- *Fair Work Act and Regulations 2009*
- *Prevention of Workplace Harassment Advisory Standard 2004*
- *Relevant Industrial Award or Agreement*
- *NQS Area: 4.2; 7.1.1, 7.1.2; 7.2.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.5 – Volunteers, 8.6 – Employee and Volunteer Grievance, 8.8 – Employee Performance, Review and Management, 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction, 8.17 – Fit for Work, 10.8 – Information Handling (Privacy and Confidentiality)*



Procedures

Definitions

'Counselling': The discussion and analysis of issues which affect an employee's conduct and/or work performance. Counselling is used to improve an employee's performance where their behaviour or performance doesn't meet required expectations.

'Unacceptable performance': Is when the employee's performance remains unacceptable following a reasonable period of performance improvement.

'Misconduct': When an employee breaches their obligations under their contract of employment. Examples of misconduct may include but are not limited to:

- Breaches of policies, codes of conduct and other reasonable instructions;

- Unauthorised absence from work;

'Serious Misconduct': When an employee breaches their obligations under their contract of employment to an extent that it is reasonable to discontinue their employment. Examples of serious misconduct may include but are not limited to:

- Dishonesty and fraud;
- Bullying, fighting or abusive behaviour;
- Sexual harassment;
- Drunkenness and drug use;
- Acting in an unsafe manner;
- Misusing confidential information;
- Damage or misuse of service equipment and resources;
- Breach of any act or legislation relating to their employment.

'Disciplinary action': Action taken by the organisation to deal with any actual, alleged or perceived breach of legislation, policies, codes or other standards of work performance and/or conduct.

Service responsibilities

The service acknowledges that the principle objective of counselling employees is to draw allegedly inappropriate behaviour and/or unacceptable performance to the attention of an employee and, where proven, explain to the employee the potential and/or actual consequences of that performance and/or behaviour and assist them in achieving and maintaining behaviour and performance that is consistent with the services policies, procedures and practices.

The service has developed disciplinary procedures designed to address employee conduct that impedes the operation of the service whilst ensuring all parties receive procedural fairness and due process in a timely and effective manner. Service management reserve the right to amend procedures depending on the facts of each situation and the nature of the offense.

The service will treat all allegations of unacceptable performance and/or misconduct as serious and take prompt action to address identified issues, irrespective of whether they be minor or more serious. If action (as per the counselling and disciplinary procedures) cannot be taken immediately, the employee concerned should be advised as soon as possible of when and where that follow-up action will take place.

The Approved Provider/Coordinator may conduct a workplace investigation in cases of allegations of serious misconduct. The employee who has been accused of the allegation will be informed of the matter verbally, and in writing, and will be advised that they may be stood down on full pay until the workplace investigation has been completed. The workplace investigation will include the gathering of relevant information, written statements, interviews, documents and other records. Other employees may be required to be interviewed as part of the investigation. Further disciplinary action will depend on the results of the investigation.

All persons involved in any way with the counselling and disciplinary processes must retain confidentiality at all times. The employee may choose to discuss the matter with a nominated support person and may elect to bring them along to any interview or counselling session conducted under the formal components of the process.

The service counselling and disciplinary procedures will have three distinct, but not necessarily sequential components:

- Informal counselling (face to face feedback);
- Formal counselling; and
- Disciplinary procedures (including warnings).

The decision as to which of the three components initially apply will be based on the seriousness of the employee's behaviour and/or performance and will depend on the facts and circumstances as identified by, or conveyed to, the service Coordinator.

Where the service Coordinator has not identified the behaviour and/or performance issue first hand, sufficient facts must be gathered to determine the seriousness of the behaviour and the appropriate action. Direct observations may be undertaken by the service Coordinator to determine validity of allegations. Immediate action must be taken if there are serious concerns about an employee's conduct. As part of the process of establishing the facts, the service coordinator may:

- Assess relevant documentation;
- Interview person/s who may (or should) have knowledge of the employee's behaviour; and
- Document what has occurred.

Informal counselling

Informal counselling and/or face to face feedback given by the Approved Provider/Coordinator will normally occur when the employee's behaviour is such that formal disciplinary action is not appropriate.

Where it is established during the informal discussion that the behaviour expectations have not been met, feedback given must be constructive and delivered to encourage the employee to achieve and maintain expected behaviour/performance standards.

If the discussion confirms that misconduct has occurred, the employee should be:

- Advised of how the behaviour and/or performance is inconsistent with the service expectations and their employment contractual obligations;
- Provided with an opportunity to respond to the concern and to raise any other matter that they consider relevant; and
- Engaged in jointly identifying a plan of action to improve performance standards or outline the appropriate conduct expected.

After the informal counselling session the service the Approved Provider/Coordinator will keep a diary note of the discussion and where appropriate, plan a subsequent discussion with the employee to review the behaviour or performance.

Formal counselling

Formal counselling will normally occur when:

- The employee has previously been counselled informally but behaviour has not improved to the expected standard (unacceptable performance);

- The employee's misconduct is such that formal counselling is appropriate.

The formal counselling session will take place as soon as possible after the behaviour and/or performance issue is identified with the employee being advised in writing of:

- When and where the interview will take place;
- The matter/s that will be discussed (i.e. specific details of the alleged unacceptable performance/misconduct);
- Their opportunity to respond; and
- The opportunity for them to bring a support person/observer to the interview.

At the meeting the Coordinator and employee will review and discuss the allegations of unacceptable performance and their responses to these allegations as well as any additional incidents, information and prior relevant corrective action plans.

At the conclusion of the formal counselling session the coordinator will complete an employee counselling report, to be signed and dated by the employee as a true and correct record of discussions, agreed actions and timeframes. A record of the meeting will be provided to the employee by way of a letter confirming:

- The issue of concern;
- Any assistance/support to be provided (if relevant);
- Date and time for subsequent meeting; and
- Disciplinary action taken with the possibility of further action should the required expectations for behaviour and/or performance not be achieved.

Disciplinary action

Disciplinary action may be taken where the alleged misconduct and/or unacceptable performance continues, or is of a serious nature. Disciplinary action may include written warnings and/or termination of employment.

Written warnings

The purpose of a written warning is to emphasize to the employee that their misconduct or performance is unacceptable and to make clear that further disciplinary action may be taken. A written warning may be given to an employee when:

- The employee has previously been through the formal counselling process and has not met the required standards or expectations; or
- The employee's performance or misconduct is of a serious nature and requires immediate action.

Written warnings must also detail the support and/or training to be provided to the employee as well as the expected timeframes for review of the identified issue/s.

Show cause meeting

The purpose of this meeting is to ask the employee to show cause as to why their employment should not be terminated. Depending on the circumstances, the employee may be stood down on full pay until a meeting is scheduled. Employees will be required to respond, in writing and prior to the scheduled meeting, addressing the allegations and their reasons why employment should not be terminated.

Requests for an employee to attend a show cause meeting shall be made in writing outlining:

- When and where the meeting will take place;
- Who else will be involved in the meeting (i.e. management representative)
- The specific issue that will be discussed (i.e. alleged unacceptable performance /misconduct);
- Their opportunity to respond; and
- The opportunity for them to bring a support person/observer to the meeting.

At the meeting the management representative, Coordinator and employee will review and discuss the allegations and their responses to these allegations as well as any additional incidents, information and prior relevant corrective action plans. A decision surrounding the employee’s continued employment will be made at this meeting.

Employees terminated as a result of misconduct or unacceptable performance will be given notice as per their Industrial Award and will receive any outstanding leave and/or TOIL entitlements (if applicable). Terminated employees will be issued with a statement of service.

Management reserve the right to seek independent industrial relations advice to assist in this process.

Instant dismissal

Serious misconduct, (as identified at the beginning of this policy) will not be tolerated and may result in the instant termination of employment.

Management responsibilities

The (*insert name of Approved Provider*) is responsible for ensuring that the service adheres to the disciplinary process and that reasonable support is provided to ensure the process is fair and that the employee has every reasonable opportunity to change the unsatisfactory pattern of their behaviour.

At each stage of the disciplinary process, management may obtain advice, particularly in the preparation of written warnings and/or termination. This process shall be implemented within the context of the appropriate industrial awards and in accordance with relevant State and/or Commonwealth legislation.

References

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

Date of Development	Date Ratified	Date of Review

8.20 Workplace Sexual Harassment Policy

The (*insert name of approved provider*) is committed to ensuring the working environment is free from sexual harassment where all employees are treated with dignity, courtesy and respect. This includes any work-related activities such as conferences, work functions and/or excursions.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Work Health and Safety Act 2011 and Regulations 2011*
- *Sexual Discrimination Act 1984*
- *Anti-Discrimination Act 1991 (QLD)*
- *Fair Work Act and Regulations 2009*
- *NQS Area: 4.1; 4.2; 7.1.2, 7.1.3; 7.2.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.6 – Employee Volunteer and Grievance 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction, 8.19 – Employee Counselling and Disciplinary Procedures, 10.8 – Information Handling (Privacy and Confidentiality)*



Procedures

Definition

'Sexual Harassment' is any unwanted, unwelcome or uninvited behaviour of a sexual nature which makes a person feel humiliated, intimidated or offended.

Sexual harassment in the workplace can take many different forms and may include:

- Staring, leering or unwelcome touching;
- Suggestive comments or jokes;
- Unwanted invitations or requests for sex;
- Intrusive questions about a person's private life or body;
- Insults or taunts based on sex;
- Sexually offensive communications (phone, email, SMS or other social media).

Sexual harassment is not behaviour which is based on mutual attraction, friendship and respect. If the interaction is consensual, welcome and reciprocated it is not sexual harassment.

Sexual harassment doesn't have to be repeated or continuous to be against the law.

Examples of sexual harassment being offences under criminal law include:

- Physical molestation or assault;
- Indecent exposure;
- Stalking;
- Obscene communications (telephone calls, letters, etc.).

The service has a legal responsibility to prevent sexual harassment in the workplace, therefore the Coordinator and other members of management have a particular obligation to:

- Model appropriate behaviour;
- Promote this policy;
- Treat all complaints seriously and attend to them promptly;
- Monitor the work environment; and
- Seek expert help for complex or serious matters.

The service will take disciplinary action against any employee found to have breached this policy, which may include:

- An official warning and note on the employee’s file;
- A formal apology;
- Counselling;
- Demotion; or
- Dismissal for serious misconduct.

Complaints of sexual harassment will be dealt with as per the Employee and Volunteer Grievance Policy and will be dealt with as per the Employee Counselling and Disciplinary Procedures Policy.

References

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

Date of Development	Date Ratified	Date of Review

8.21 Educator Uniform and Personal Presentation Policy

The Approved Provider requires that educators and other staff, engaged to work with children at their SAC service, present themselves and wear a standard of dress appropriate to the circumstances and environment in which they will be working. In administering this policy, consideration will be given to any work, health and safety requirements as well as the need to ensure that clothing worn by educators is neither offensive nor hazardous.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Work Health and Safety Act 2011 and Regulations 2011*
- *Relevant Industrial Agreement*
- *NQS Area: 4.2.1; 7.1.2, 7.3.5.*
- *Policies: 8.1 - Role and Expectations of Educators, 8.3 - Recruitment and Employment of Educators, 8.5 – Volunteers, 8.6 – Employee and Volunteer Grievance, 8.9 – Code of Conduct, 8.10 - Employee Orientation and Induction*



Procedures

A high standard of personal presentation is required from all educators and other staff at all times whilst on duty at the service. Educators are required to maintain a high level of personal hygiene and all clothing should be clean, pressed and in good condition.

Failure to follow the coordinator's direction and/or blatant violation or repeated violations of this policy may result in disciplinary action.

Dress Code

Educator's dress and appearance should be professional and conducive to active participation with children. Clothing worn to comply with cultural or religious standards is allowable as long as it does not pose a foreseeable risk to health and safety at work.

Upon employment, educators and other staff may be issued with a service uniform shirt which must be kept laundered and in good condition. Educators will receive a weekly laundry allowance, as per the relevant industrial award.

All educators and other staff will be required to wear the service uniform shirt while on duty at the service. The service uniform shirt can be worn prior to, and after their designated shift however, whilst in the public view, the educator will be required to conduct themselves in a manner that will not be detrimental to the reputation of the service.

Prior to receiving their allocated service uniform shirt, educators will not be permitted to wear clothing that is:

- Tight or revealing (i.e. midriff tops, clothing that reveals undergarments, shirts with spaghetti straps, low-cut tops); or
- Displaying inappropriate images or words; or

- Damaged, including clothing that is ripped or torn.

Educators will be required to supply their own shorts or pants with consideration given to the appropriateness of such clothing when actively working with the children. Shorts and/or pants are required to be no shorter than mid-thigh length with consideration given to ensuring that no part of their buttocks are exposed.

Where educators are required to attend special events, conferences, courses or seminars the service uniform requirements still apply unless specifically directed by the Coordinator or Approved Provider.

Educators will be provided with a service name badge and/or identification card which must be worn whilst on duty at the service. Name badges and/or identification cards must be kept clean and should be worn so that they are clearly visible.

In some circumstances it may not be practicable for educators or other staff to wear the service uniform such as during pregnancy or for religious requirements. In such cases, educators and other staff should comply with the general presentation requirements and seek approval from the Coordinator or Approved Provider.

If the Coordinator determines that the educator's dress or appearance does not comply with this policy, a determination will be made as to whether the educator is allowed to remain at work or must leave work to change his/her dress. In any circumstance that an educator is requested to return home and change the Coordinator will ensure that the educator to child ratios of the service are maintained.

Educators who leave the employ of the service will be required to return all service uniform shirts in a clean and laundered state. Old or unwanted uniform items should not be given to charities, other people or organisations but should be returned to the Coordinator for disposal.

Personal Protection Clothing

The service will ensure that uniform shirts supplied comply with recommended SunSmart guidelines and include a collar and mid-length sleeve.

In order to comply with the SunSmart Policy of the service, educators and other staff will be required to wear a broad-brimmed hat when outdoors. Educators will be responsible for supplying their own broad-brimmed hat and ensuring it is at the service when required.

Educators will be required to wear enclosed and protective footwear at all times. The standard requirement will be a sandshoe or jogger however, consideration may be given to other types of footwear provided that it encloses the foot and is not a strap-on type of footwear. All footwear must meet the work, health and safety requirements of the service and be conducive to active participation with the children.

Personal Safety

Educators or other staff with long hair are required to secure their hair and tie it back when working with the children and/or handling and preparing food.

Work, health and safety requirements must be considered when determining if jewelry, body piercings and/or other accessories worn by educators are appropriate when working with children. Educators will be encouraged to:

- Wear small sleeper or stud type earrings;
- Minimise the wearing of large or protruding rings; and

- Minimise the wearing of long, dangly necklaces;

To ensure their safety and that of the children and colleagues, educators are requested to maintain their fingernails at a safe and workable length and to minimise any nail decorations and/or embellishments.

Personal Appearance

Educators are expected to maintain a high standard of personal care, ensuring that their:

- Hair is clean and tidy;
- Personal hygiene includes deodorant and/or antiperspirant; and
- Choice of clothing is laundered and kept in good repair.

The service acknowledges the educator's' right to individual cultural and creative expression through piercings (facial, tongue or body) and/or tattoos however, there is an expectation for educators to ensure that:

- All piercings comply with the service's work, health and safety requirements; and
- Tattoos visible to children and families are non-offensive.

References

- Tablelands Regional Council. (2014, December). *Staff Uniform and Presentation Policy*. Retrieved from Tablelands Regional Council:
<http://www.trc.qld.gov.au/sites/default/files/Staff%20Uniform%20and%20Presentation%20Policy.pdf>
- University of Wollongong. (2014, February). *Educator Dress code Policy*. Retrieved from UniCentre - University of Wollongong:
<http://unicentre.uow.edu.au/content/groups/public/@web/@unic/@mrkt/documents/doc/uow146232.pdf>

Date of Development	Date Ratified	Date of Review

8.22 Educator Interactions with Families - Professional Boundaries Policy

The service acknowledges that throughout the course of providing education and care to children, educators develop trusting and supportive relationships with families. These relationships have been known to extend beyond the professional boundaries of the service. This policy outlines the procedure for managing the connection between professional boundaries and personal relationships to ensure the safety and wellbeing of all stakeholders.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *Duty of Care*
- *Code of Conduct*
- NQS Area: 4.2.1; 5.1.1; 5.2.3; 7.1.2; 7.3.
- Policies; 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction, 8.14 – Employee Online Social Networking, 9.3 – Communication with Families,



Procedures

Educators who are personally friendly or are in existing relationships with family members of children who attend the service (such as brother, sister, aunt, uncle, etc.) shall declare such relationships to the Coordinator so that professional boundaries and expectations can be clarified.

On occasion, educators may be requested by families to attend personal events (such as birthday parties) or to provide services for their children such as babysitting. To this end, the following protocols shall apply:

- Educators who are requested to attend personal family events or to provide services (such as those mentioned above) will be required to disclose these to their employer (date, location and time) and whether they choose to attend;
- Any employee/employer arrangements made between an educator and the family shall be completely independent of the relationship between the service and the employee;

- The conduct of the educator is not guaranteed by the service for any work conducted outside of the service. This includes references to suitability checks and employment history; and
- Educators will be cautioned about taxation and income declaration implications should the engagement of services involve payment.

Educators engaged by families to provide private child care services outside the service operating hours will be encouraged to maintain ethical practices and standards including:

- Maintaining confidentiality, respect and the families right to privacy; and
- Demonstrating behavior that enriches the provision of care and advances the SAC profession

Families will be provided with information (by way of fact sheet) about 'child grooming' to ensure they are able to make an informed decision. This may include undertaking independent suitability checks.

Families will be encouraged to use reputable babysitting/child minding agencies to provide such services should they need care outside of service operating hours.

References

<http://www.health.gov.au/internet/publications/publishing.nsf/Content/drugtreat-pubs-front11-fa-toc~drugtreat-pubs-front11-fa-secb~drugtreat-pubs-front11-fa-secb-2~drugtreat-pubs-front11-fa-secb-2-3>

<http://careers.socialworkers.org/documents/Professional%20Boundaries.pdf>

Date of Development	Date Ratified	Date of Review

8.23 Equal Opportunity and Anti-discrimination Policy

The service works to ensure that all decisions made promote equality of opportunity for everyone by protecting them from unfair discrimination in certain areas of activity, and from sexual harassment and certain associated objectionable conduct. This document details the procedures and steps taken to promote both equal opportunity and anti-discrimination in the workplace.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Anti-Discrimination Act 1991 (QLD)*
- *NQS Area: 4*
- *Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.5 – Volunteers, 8.7 – Workplace Harassment and Bullying, 8.10 – Employee Orientation and Induction, 8.19 – Employee Counselling and Disciplinary Procedures.*



Procedures

In accordance with the Anti-Discrimination Act 1991 (Qld) the prohibited grounds of discrimination on the basis of certain attributes includes discrimination on the basis of the following attributes:

(a) sex; (b) relationship status; (c) pregnancy; (d) parental status; (e) breastfeeding; (f) age; (g) race; (h) impairment; (i) religious belief or religious activity; (j) political belief or activity; (k) trade union activity; (l) lawful sexual activity; (m) gender identity; (n) sexuality; (o) family responsibilities; (p) association with, or relation to, a person identified on the basis of any of the above attributes.

When making decisions in regards to the workplace and workers, the executive and managers will demonstrate thoughtful decision making processes to minimise the potential for discriminatory practices of either a direct or indirect nature.

The executive and managers will ensure that all workers are treated on an equal opportunities basis having regard to the need and capacity of the business and any unreasonable hardship that may result as either an intended or unintended outcome of decisions.

Date of Development	Date Ratified	Date of Review

8.24 Payment of Employees Policy

The Approved Provider as the employer acknowledges the importance of ensuring that employees receive their correct payment of wages in a timely and efficient manner.



Relevant Laws and other Provisions

- *Relevant Awards including:*
 - *Children’s Services Award 2010*
 - *Parents and Citizens Associations Award – State 2016*
 - *Education Services (Schools) General Staff Award 2010*
- *Fair Work Act 2009*
- *Policies: 8.3 - Recruitment and Employment of Educators, 8.11 - Employee Leave Policy, 8.12 -Employee Performance Monitoring, Review and Management*



Procedures

Award compliance

A current copy of the relevant award shall be available at the service in a location accessible to employees.

All minimum conditions prescribed under the award shall be complied with.

The service may seek membership with an appropriate advisory body in dealing with industrial relations matters.

Payments to employees

Employees will be required to submit a timesheet for approval to the employer or the employer’s delegate by (insert timeframe e.g. each fortnight on a Friday).

The timesheet will be reviewed within a 24 hour period and processed once approved.

Incomplete and inaccurate timesheets will not be approved and the employee will be requested to rectify the oversights within a reasonable timeframe.

Intentionally inaccurate timesheets may be considered fraudulent when hours claimed to have been worked, have not been worked.

Claims for additional hours must be approved by the employer prior to being worked, other than in the event of an emergency or unforeseen event such as a parent being late to collect a child. Additional hours will be accrued as TOIL and taken in accordance with the award.

Pay slips will be forwarded to an employee within one day of their pay being processed.

Date of Development	Date Ratified	Date of Review
---------------------	---------------	----------------

--	--	--

8.25 Employee Remuneration and Entitlements Policy

The Approved Provider recognises the value of a high quality workforce and acknowledges the contribution that pay and conditions have on employee satisfaction and performance. The Approved Provider/Employer will ensure that all employees are appropriately remunerated and receive entitlements in accordance with conditions that are no less than those prescribed in the relevant award.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Relevant Awards including:*
 - *Children's Services Award 2010*
 - *Parents and Citizens Associations Award – State 2016*
 - *Education Services (Schools) General Staff Award 2010*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *NQS Area: 4.2.1; 7.1; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.18 – Employee Retention Policy, 10.1 – Quality Compliance, 10.6 – Service Supervisor Certificate Policy, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality).*



Procedures

Award compliance

A current copy of the relevant award shall be available at the service in a location accessible to employees.

All minimum conditions prescribed under the award shall be complied with.

The service may seek membership with an appropriate advisory body in dealing with industrial relations matters.

Negotiated above award conditions

To ensure the Approved Provider is able to provide a competitive employment arrangement recognising outstanding and/ or exemplary performance including the capacity to retain qualified, experienced and skillful employees, as the employer, they may enter into negotiated arrangements with above award conditions for employees. In making such a decision, the employer will consider:

- Performance;
- Experience;

- Qualifications;
- Skills and knowledge;
- Efforts;
- Quality;
- Client satisfaction;
- Compliance history;
- Business, educational and change leadership; and
- Innovation and strategic planning.

Remuneration of the Responsible Person

Generally, remuneration as the Responsible Person is taken into account for award payments aligned to Coordinator/Director and Assistant Coordinator/Director roles.

Employees remunerated at lower levels who are asked to, are deemed capable of and agree to act as the Responsible Person-in-Charge, shall be remunerated an hourly award-based payment for acting in such a role as determined appropriate.

Entitlements and allowances management

Employees shall be paid entitlements and allowances in accordance with the Award. Employees shall be required to submit an entitlement and allowance claim form with their timesheet in the relevant pay period.

Date of Development	Date Ratified	Date of Review

8.25.1 Entitlement and Allowance Claim Form

Insert Name of Service

Employee name: _____ Position: _____

Date	Travel from (starting point of journey):	Travelling to (destination):	Reason for travel (official business)	Km travelled	Office use only	
					Rate	Total
Date	Entitlement/ Allowance	Rate	Reason for entitlement	Days claimed		

Signature of employee: _____ Authorised by: _____ Date: _____

8.26 Higher Duties Policy

The Approved Provider acknowledges that educators will from time to time be requested to act as the Responsible Person in Charge. In accordance with the service's policy for determining the Responsible Person, it is acknowledged that an educator must provide informed consent prior to undertaking this additional responsibility. Those educators who provide consent to act in this position shall be remunerated at a level consistent with the additional responsibilities.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Relevant Awards including:*
 - *Children's Services Award 2010*
 - *Parents and Citizens Associations Award – State 2016*
 - *Education Services (Schools) General Staff Award 2010*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *NQS Area: 4.2.1; 7.1; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.18 – Employee Retention Policy, 10.1 – Quality Compliance, 10.6 – Service Supervisor Certificate Policy, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality).*



Procedures

The educator shall be provided with a clear position description that defines the differences in the responsibilities between the role of the educator and the additional duties of the responsible person in charge.

The educators performing higher duties must give their signed consent to undertaking this additional responsibility and this will be maintained on the service's Staff Record.

Remuneration for educators performing higher duties will be calculated as per the relevant award.

Date of Development	Date Ratified	Date of Review

8.27 Employee Assistance Program Policy

The Approved Provider acknowledges that educators may from time to time need emotional or psychological support. An Employee Assistance Program (EAP) will be accessed and made available to employees when/as the need for counselling arises. This service will be free, professional and confidential for employees.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Relevant Awards including:*
 - *Children's Services Award 2010*
 - *Parents and Citizens Associations Award – State 2016*
 - *Education Services (Schools) General Staff Award 2010*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *NQS Area: 4.2.1; 7.1; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.18 – Employee Retention Policy, 10.1 – Quality Compliance, 10.6 – Service Supervisor Certificate Policy, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality).*



Procedures

Professional counselling from the designated Employee Assistance Program (EAP) will be sought to assist staff members through both personal and work related problems, including:

- Work pressure issues;
- Emotional stress, anxiety, conflict, tension, and depression;
- Separation, divorce, or relationship difficulties;
- Child and family issues;
- Personal trauma;
- Grief and bereavement;
- Health and lifestyle issues (including drugs, alcohol and gambling); and
- Financial and legal referral.

All support will be provided by qualified, experienced professionals with extensive training in counselling and workplace consulting.

Date of Development	Date Ratified	Date of Review

9.1 Access Policy

This service is available to all school age children and is primarily for those whose parents work or study. The program is designed to include children irrespective of background, culture, religion, gender, disability, marital status or income. All areas/members of the community are respected, valued, catered for and encouraged to be involved in the operation of the service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Australian Government Children's Services Handbook*
- *Duty of Care*
- *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 Education Children's 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 and sensitivity to their needs.

To enable children with special/additional needs to attend, the service will facilitate access to inclusion and support assistance as necessary.

To enable children to participate in the range of activities at the service, the Coordinator will invite and encourage all parents/guardians and their child to meet with educators regularly to review and evaluate how the service is meeting the needs of the particular child.

Date of Development	Date Ratified	Date of Review

9.2 Enrolment Policy

The service acknowledges the need to ensure accurate and relevant information relating to the specific needs of each child is available and uses effective enrolment procedures to obtain such information and to impart appropriate information to parents/guardians.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Australian Government Department of Education Children's Services Handbook
- *Duty of Care*
- *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 Coordinator, 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 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;
- Other persons nominated with authority to collect the child from care
- Parental/guardianship and/or residential details (if any), including copies of relevant court orders;
- Relevant health and medical details including food intolerances and medical management plans for children identifies with medical conditions (anaphylaxis, asthma /diabetes)
- Copy of the child’s immunisation history statement;
- Name, address and phone number of the child’s doctor;
- Any special physical, emotional, dietary, religious, cultural or other needs or considerations relating to the child; and
- Authorisation for the service coordinator (or nominated educator) to:
 - Provide emergency medical treatment;
 - Apply/assist to apply SPF+30 sunscreen; and
 - Take and/or display children’s photographs.

The enrolment form shall also include the written consent of the parent/guardian signing the form to the use of the information by the service in keeping with the Information Handling Policy (Privacy and Confidentiality Policy 10.8) and other policies and procedures of the service.

The service cannot provide its services to a child, and may refuse to do so, if the parent/guardian refuses to give any or all of the above information, as the service will not be able to discharge its Duty of Care and other responsibilities to the child without this information.

Failure to provide the child’s immunisation history statement, within the requested timeframe, may result in the child’s enrolment being:

- Refused or cancelled;
- Accepted, however attendance would be refused until proof of up-to-date immunisation status is provided; and/or
- Conditionally accepted as per the service’s Child Immunisation Policy.

The service will, on a regular basis, request families to update children’s enrolment forms to ensure all parent/guardian and emergency contact information is current.

All information obtained through the enrolment procedures will be kept in strictest confidence and used only for the purposes for which it is obtained (see also Policy 10.8 Information Handling [Privacy and Confidentiality]).

Date of Development	Date Ratified	Date of Review
---------------------	---------------	----------------

--	--	--

9.3 Communication with Families Policy

The service recognises and acknowledges the importance of effective communication with families and strives to encourage their participation and involvement to enhance the service provided. Families are welcome to attend the service or talk to educators during its operations. We encourage families to voice any concerns in a way that will assist us to provide a responsive and inclusive service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Privacy Act 1988 and Regulations 2013
- 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

The Coordinator will meet with all new parents/guardians and the child, to discuss the service's operations and program and any specific needs they may have, and to answer any questions.

On enrolment, a Family Handbook will be provided as part of the service enrolment package. The information provided in this handbook is based on key aspects of prescribed service policies and procedures to reference.

Parents/guardians will have access to meet with the Coordinator throughout daily sessions when appropriate to do so, and/or by pre-arranged appointment to discuss any issues or concerns with respect to their child and/or the service.

Information is made available to families about their child which includes documentation of their child's participation and progress in the program.

Information provided by families relating to their child's participation in the program will be documented and used to inform the future programming decisions.

All persons entering the premises will be identified by the Coordinator and/or Person in Charge, as being an authorised person with permission by the parent/guardian.

The Coordinator will treat all enquiries and concerns, and the persons making them, seriously and with respect, endeavouring wherever possible to answer questions and provide relevant information.

Any deficiencies in the service which are identified through this process, and which can be rectified, will be taken into account by modifying or enhancing these policies and procedures, or the program, as appropriate.

The Coordinator may refer families to information relating to appropriate community support and resource agencies that are accessible and available at the service e.g. parent sign in/notice board.

Information for parents will also be communicated through:

- Regular newsletters;
- Memos posted on sign in sheet, notice board and via email;
- Regular meetings between Coordinator/educators and parents/guardians;
- Alert notices written by the Coordinator, and approved by the Approved Provider, being given to parents/guardians regarding matters of changed policy and where these need to be communicated before the next newsletter or monthly meeting; and/or
- Posts and notifications sent through the service social networking site (if applicable).

Date of Development	Date Ratified	Date of Review

9.4 Communication with Community Policy

The service recognises and acknowledges the importance of its local community and seeks to act as a responsible neighbour and community member, both in the interests of its community and of enhancing the experience of children as members of the community.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Privacy Act 1988 and Regulations 2013*
- *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 Coordinator is responsible to ensure that the service holds current contacts and information on relevant community resources, and that educators are made aware of them through regular team meetings and the Educator Handbook.

The Family Handbook makes it clear that families have access to information on relevant community resources for their children, and the Coordinator ensures that they are available and/or sought and made available on the request or identified need of parents/guardians.

The Coordinator of the service ensures that the local community are provided with information about the service, are invited to attend service events and to provide feedback on the operation of the service, and to explore any ways in which stronger community links can be built.

Members of the community will have access to meet with the Coordinator by appointment to discuss any issues or concerns with respect to the service.

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

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

Date of Development	Date Ratified	Date of Review

9.5 Complaints Handling Policy

To ensure service provision is in keeping with these policies and procedures and other applicable requirements, the service invites comments and complaints from children, parents/guardians, employees and the community. The service respects and considers all complaints, which require a resolution seriously, and attempts to find a satisfactory resolution wherever possible.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Privacy Act 1988 and Regulations 2013
 - *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

In the first instance, all comments, grievances and/or complaints shall be directed to the Coordinator.

However the complainant will be directed to access the Approved Provider if:

- The complaint is about the conduct of the Coordinator;
- The complainant is not comfortable to take the complaint to the Coordinator;
- The complainant is not satisfied with the Coordinator's handling of the complaint; and/or
- The complaint is about a matter of management and administration policy.

For this purpose, parents and others will be kept informed of the current contact details of the Approved Provider (or representative of). This information will be made available immediately on request, displayed in the service premises as to be clearly visible from the main entrance and included in the Family Handbook.

Using the Complaint Record Form (see 9.5.1) a record will be kept detailing the complaint, any relevant discussions, the steps identified to be taken to resolve the issue, and collaborative reviews of the outcome/s. Both the Coordinator/Approved Provider and the complainant should sign this form with a copy provided to the complainant on request.

The Coordinator will seek to resolve all genuine and reasonable complaints in the most appropriate way possible in consultation with the complainant. Discussions with the complainant will remain respectful and conducted in a place that affords privacy.

To encourage openness and honesty in the handling of complaints, the complaints record form will be stored confidentially and made accessible to the complainant on request, and other relevant individuals as needed to resolve the issue on approval from the complainant

Any matters of complaint can be referred to the service Approved Provider or the relevant Regulatory Authority for further guidance and/or assistance.

Date of Development	Date Ratified	Date of Review

9.5.1 Complaint Record

Name of complainant		
Date Complaint Made	Time	
Summary of complaint	<input type="checkbox"/> Verbal	<input type="checkbox"/> Written
Summary of Discussion		
Name of second person present (if applicable)		
Summary of resolution		
Further action required by management?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
OSHC Coordinator/Employee name		

Signatures of those present	Date
Date management made aware of the complaint	

9.5.2 Complaints Management Flowchart



<p style="text-align: center;">Serious</p> <p>e.g. alleging the safety, health or wellbeing of a child was or is being compromised; the law has been breached; risk to health, safety and wellbeing of child circumstance.</p>	<p style="text-align: center;">Moderate</p> <p>e.g. the service has made a commitment to provide a service to families such as homework supervision, the service has not been provided and the family is making a complaint</p>	<p style="text-align: center;">Minor</p> <p>e.g. the service has incorrectly charged a family for a session of care and accounts are typically correct</p>
<p>Consult relevant service policy and procedure (9.5 Complaints Handling)</p> <p>Refer the complainant to the service policy and the appropriate person in the organisation to receive the complaint</p>	<p>Consult relevant service policy and procedure (9.5 Complaints Handling)</p>	<p>Consult relevant service policy and procedure (9.5 Complaints Handling)</p>
<p>Immediately to: Nominated Supervisor Approved Provider</p> <p>Complete relevant service records</p>	<p>Immediately to: Nominated Supervisor Approved Provider</p> <p>Complete relevant service records</p>	<p>As soon as practical to: Nominated Supervisor Approved Provider</p> <p>Make a confidential note in an appropriate file</p>
<p>Within 24 hours to the complainant a formal acknowledgement of complaint articulating the actions that will be taken to remedy the situation and minimise re-occurrence</p> <p>Notify Regulatory Authority (NL01)</p>	<p>Within 24 hours to the complainant a formal acknowledgement of complaint articulating the actions that will be taken to remedy the situation and minimise re-occurrence</p>	<p>As soon as possible to the complainant notifying of the response and remedy</p>
<p>Reflect on the steps taken above and identify aspects of service delivery that may have contributed to the complaint and ways in which these can be minimised</p>	<p>Reflect on the steps taken above and identify aspects that were effective and also where opportunities for improvement have been identified</p>	<p>Reflect on the steps taken above and identify aspects that were effective and also where opportunities for improvement have been identified</p>
<p>Take immediate action to minimise the circumstances leading to the serious complaint from re-occurrence</p>	<p>Take action to improve areas identified and make records of those actions on the service's quality improvement plan</p>	<p>Take action to improve areas identified and make records of those actions on the service's quality improvement plan</p>

9.6 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*
- *Family and Child Commission Act 2014*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *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 utilised as part of the program throughout the year.

Parents will be encouraged to participate in the service through attendance at management meetings and/or service events.

Community

The service shall develop and implement strategies and processes that identify:

- Accessible community resources;
- The ways in which such resources can be utilised e.g. excursions, incursions, support activities etc.;
- How such community engagement will support the overall objectives of the service and in particular program delivery; and
- When such community resources may be able to be utilised throughout the year.

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

Families of the service will be encouraged to suggest suitable and appropriate community venues that may be considered for excursions, incursions etc.

Date of Development	Date Ratified	Date of Review
---------------------	---------------	----------------

--	--	--

9.7 Management of Intoxicated or Persons Under the Influence Policy

The following policy and procedure are written and described without prejudice:

On occasion, Nominated Supervisor or the Responsible Persons in Charge of the service may need to exercise Duty of Care in managing particular situations. These occasions may include those in which it is suspected that children may be released into the care of intoxicated or under the influence persons. All persons considered or expected under the influence of drugs, alcohol or other substance that are under the employ (at the time) of the service shall be referred to the Fit for Work policy (see 8.17). All persons who are not under the current employ of the service shall be requested to follow the policy and procedure as described.

Under no circumstances would the service recommend that unfit persons take on duty of care for children unless the following procedures have been duly considered.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- Child Protection Act 1999 and Regulations 2000
- Family and Child Commission Act 2014
- *Work Health and Safety Act 2011*
- *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 Coordinator or other senior employee reasonably suspect that the relevant parent, guardian or person authorised to collect the child is under the immediate influence of alcohol, drug or other substance, they shall:

- Make attempt to discuss concerns with the parent, guardian or authorised person;
- If not the parent, then make attempt to contact the parent to discuss concerns;
- Only release the child if required to by law;

- Call the police if an immediate threat to the welfare and wellbeing of children/and or family exists.

Date of Development	Date Ratified	Date of Review

9.8 Parent Conduct Policy

The service strives to provide a safe and healthy workplace for employees and a caring and supportive environment for children and families. The service expectations of parent conduct whilst attending the service are clearly explained in the parent information package and are further supported by this policy.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Child Protection Act 1999 and Regulations 2000
- *Duty of Care*
- *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/guardians shall be expected to communicate appropriately with all educators whilst dropping off or collecting their children, or other children as permitted to and from the service.

Appropriate communication shall include, but not be limited to:

- Appropriate language; and
- Calm and considerate tone.

Parents/guardians shall not be permitted to discipline verbally or in any other way the children of other families. Should a parent have an issue or concern regarding the conduct of another child, family or employee, they shall follow appropriate grievance procedures as outlined in this manual.

Parents/guardians who consistently breach the conduct expected of them whilst engaging with the service may be exposed to appropriate consequences which may result in the suspension of their family's enrolment with the service.

The police may be notified if parent/guardian conduct within the service is threatening or violent.

Date of Development	Date Ratified	Date of Review

9.9 Acceptance and Refusal of Authorisations Policy

The Approved Provider acknowledges the importance of ensuring parents/guardians/authorised nominees are aware of the process for authority to be given and/or refused for children to participate in relevant aspects of the program through the initial enrolment procedure. Such authorisations and/or refusals must be received in writing and will be handled in accordance with the service's Information Handling (Privacy and Confidentiality) Policy.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Family and Child Commission Act 2014
- *Privacy Act 1988 and Regulations 2013*
- *Duty of Care*
- *NQS Area: 1.1.2, 1.1.3, 1.1.4, 1.1.5; 2.1.4; 2.2.2; 2.3.2, 2.3.4; 6.1; 6.2.1; 6.3.1; 6.3.3; 7.1.1; 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, 2.14 – Bookings and Cancellations, 2.15 – Children's Belongings and Property, 3.2 – Program and Documentation Evaluation, 3.4 – Homework, 3.5 – Excursions, 3.7 – Physical Activity, 3.8 – Extra-Curricular Activities, 3.10 – Observational Recording, 3.11 – Escorting Children, 3.13 – Water Safety, 3.15 – Cooking with Children, 4.6 – Medication, 4.8 – Sun Safety, 4.10 – Anaphylaxis Management, 4.11 – Emergency Health and Medical Procedure Management, 4.14 – Asthma, 5.2 – Food and Nutrition, 9.2 - Enrolment, 9.3 – Communication with Families, 9.5 – Complaints Handling, 10.4 – Fees, 10.8 – Information Handling (Privacy and Confidentiality), 10.9 – Risk Management and Compliance, 10.10 – Managing Compliance within the Service, 10.18 – Court Orders and the Release of Children in Care.*



Procedures

Through the service enrolment process parents/guardians will have opportunity to give and/or refuse authority for the following (including but not limited to):

- Sharing of information, relevant to the care of their child (e.g. health, wellbeing and/or cultural requirements) amongst educators and/or support workers who are working within the SAC program;

- Provision of emergency medical treatment including obtaining any medical, hospital and/or ambulance service in the case of an accident or emergency involving their child;
- Service educators to liaise with other health/medical professionals in relation to the care of their child;
- Service educators to assist their child to apply a SPF 30+ sunscreen prior to outdoor activities; and
- Service educators to take photos of their child to record important events and special activities as part of the program.

Parent authority, in writing, will be required before any child will be allowed to leave the approved area of the service. This includes (but is not limited to):

- Excursions;
- Extra-curricular activities; and
- Regular Outings.

Verbal authorisations will be accepted by the service however the following procedure will be implemented:

- Confirm the identity of the person providing the authorisation;
- Ensure the person is an authorised person on the child’s enrolment form;
- Document the nature of the authorisation being sought/given; and
- Record the name of the person, how the identity was confirmed and the time and date of the verbal authorisation.

The Coordinator may exercise the right of refusal if written or verbal authorisations do not comply with this policy or the necessary regulatory requirements.

The service will waive compliance with this policy where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. The service can administer medication without authorisation in these cases, provided they contact the parent/guardian as soon as practicable after the medication has been administered.

Procedures for parents/guardians/authorised nominees to give and/or refuse authority for children’s participation is contained within the relevant policies of this service (e.g. Excursions Policy, Extra-curricular Activities Policy, and Escorting Children Policy).

Parents/guardians are responsible for and have the right at any time to change authorisations given to the service in relation to their child and their child’s participation in the program. This may be done through completion of an updated enrolment form or other written authorisation.

Date of Development	Date Ratified	Date of Review

9.10 Visitors Policy

The service seeks to provide an open and friendly environment, which values and actively encourages visitors. At the same time we recognise our Duty of Care to ensure a safe environment for children, families and staff, and we recognise our responsibility to protect and preserve our resources.

Visitors are defined as all people other than:

- Staff members;
- Children enrolled and attending the service; and
- Parents/guardians involved in the task of delivering or collecting children from the service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Child Protection Act 1999 and Regulations 2000*
- *Privacy Act 1988 and Regulations 2013*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *NQS Area: 2.3.1, 2.3.2, 2.3.3, 2.3.4; 4.1.1; 6.3.1, 6.3.3, 6.3.4; 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.2 - Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.3 - Educator Ratios, 2.4 - Arrivals and Departures of Children, 2.11 - Including Children with Special/Additional Needs, 2.13 - Use of Photographic and Video Images of Children, 2.20 - Supervision of Children Policy, 3.1 - Educational Program Planning, 6.3 - Workplace Health and Safety, 7.2 - Drills and Evacuations, 7.3 - Harassment and Lockdown, 8.5 – Volunteers, 9.6 – Parent and Community Participation, 10.23 - Provision of Information, 10.24 - Privacy Policy*



Procedures

The service shall establish protocols and procedures that effectively monitor and manage visitors, whilst attending the service.

All visitors must report to the SAC office on arrival at the service and sign the Visitors Register. Visitors will be required to display a 'visitors' badge at all times whilst at the service.

Visitors will be advised of any safety policies and procedures that may be relevant to the purpose and/or time of their visit.

Visitors to the service will be expected to comply with all relevant work, health and safety requirements of the service.

All visitors will be accompanied or supervised by a staff member during their time in the service.

Any persons found on the premises unescorted will be asked by any staff member who observes them if they require assistance and then will direct the person back to the office. If the unescorted person becomes hostile, procedures as per the service's Harassment and Lockdown Policy (see policy 7.3) may be enacted.

All non-public access areas shall be marked by clear signage and/or entry shall be restricted by locked doors.

The service's emergency management procedures will ensure that any visitors in the service at the time of any emergency or practice drill are recognised and appropriately catered for.

Visitors to the service will not be privy to information of a confidential nature unless they have authority by law or written permission has been previously obtained from the family or staff member.

Date of Development	Date Ratified	Date of Review

9.11 Enrolment Management Policy

The Approved Provider recognises the importance of ensuring that all families within the community have equal opportunity to access the OSHC facility and to receive a high quality education and care experience from the service. It is also recognised that service approval and capacity dictates the number of children that can be safely and appropriately educated and cared for within the premises.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- NQS Area: 4.1.; 6.1, & 7.1;
- *Policies: 2.14 – Bookings and Cancellations, 9.1 – Access, 9.2 – Enrolment, 10.1 – Quality Compliance, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality).*



Procedures

The service may need to implement an enrolment management plan under such circumstances when the demand for care in the community exceeds the capacity of the service approval for a session or multiple sessions of care.

The enrolment management plan will take action to:

- Devise and manage waiting lists giving priority to primary school children
- Maintain existing permanent enrolments;
- Prioritise permanent bookings over casual; and
- Seek opportunities where regular cancellations may create an opening for a family in need of a place.

Date of Development	Date Ratified	Date of Review

**Policy Group
10:**

**Management and
Administration**

10.1 Quality Compliance Policy

As an education and care service, our service strives to meet the National Quality Standard and the requirements for Approved Providers and Nominated Supervisors under the *Education and Care Services National Law Act, 2010 and Regulations 2011* in such a way as to best 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 Regulations 2011* and the *National Quality Standard*).

The Approved Provider requires the Nominated Supervisor/Coordinator/nominated delegate to act as Quality Officer to:

- Ensure and monitor the implementation of this Quality Compliance Policy;
- Check for, record and act on non-compliance by the service or its employees with this Quality Compliance Policy or any Quality Areas; and
- To monitor changes in the *Education and Care Services National Law Act, 2010 and Regulations 2011* and the National Quality Standard (or any specific quality elements) which may affect or require a change to any of the policies and procedures of the service.

The Quality Officer (if that role is separate from the coordinator's role) is to report on all such matters to the Nominated Supervisor/Coordinator, who will, in turn, report to the Approved Provider.

The service adopts a statement of 'Service Philosophy' (see Policy 1.1), as part of its policies and procedures, which reflects National Quality Standard compliance as a minimum, but which truthfully reflects the values promoted by the Approved Provider and the Coordinator within the service.

Educators are an important part of the service and:

- Are consulted as appropriate in the development and modification of all policies and procedures;
- Are provided with an up-to-date Educator Handbook containing relevant information necessary to enable them to abide by service policies and procedures; and
- Agree to adhere to all service values, policies and procedures, through written terms of employment and role statements, including acknowledgement that repeated failure to comply may result in termination of employment.

The Coordinator in conjunction with the Approved Provider is responsible to conduct regular informal assessments, and formal annual performance reviews, of all employees' adherence to policies and procedures and to take immediate appropriate steps to address non-compliance.

The statement of 'Service Philosophy' is displayed on the wall of the service, 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 review and development wherever appropriate; and
- Are kept informed of all policies and procedures, and their means of communicating with the service, through a Family Handbook and other regular means of communication e.g. newsletters, emails etc.

In addition to this General Quality Compliance Policy, the National Quality Standard requirements of the current legislation are incorporated into the specific policies and procedures of the service.

Date of Development	Date Ratified	Date of Review

10.2 Role and Composition of Management Committee Policy

The service management committee's role is clearly defined in writing and communicates with the Approved Provider, Nominated Supervisor, parents, the community, educators and other stakeholders to ensure that it fulfils its role effectively.



Relevant Laws and other Provisions

- See your Service's 'Constitution' or 'Rules' or 'Memorandum and Articles of Association' or equivalent for limitations and role of Management Committee or other governing body
- *Associations Incorporation Act, 1981, (Qld) or Corporations Act, 2001 may apply (e.g. directors' duties) to your management committee or board or other governing body. Take expert advice if you are unsure of this.*
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- NQS Area 7.1.1, 7.1.5; 7.3;
- *Policies: 8.3 – Recruitment and Employment of Educators, 8.6 – Employee and Volunteer Grievance, 8.8 – Performance Monitoring, Review and Management, 9.5 – Complaints Handling, 10.1 – Quality Compliance Policy, 10.3 – Budgeting and Planning, 10.11 – Management Code of Conduct, 10.17 – Strategic Planning.*



Procedures

The management committee has a written role statement and code of conduct which will be made available to all interested persons associated with the service.

The role statement of the management committee will outline its responsibility to ensure that:

- The philosophy and goals of the service are developed and updated as appropriate;
- The service philosophy and goals are available to all through the Family Handbook, the Educator Handbook and other publications of the service;
- The performance of the Nominated Supervisor/Coordinator 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; and
- They are to liaise and report regularly to the P&C Executive as the Approved Provider.

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.

The management committee is responsible to monitor the Nominated Supervisor/Coordinator and other employees in implementing these policies and procedures.

The management committee will self-evaluate its role performance of its role at least on an annual basis.

Date of Development	Date Ratified	Date of Review

10.3 Budgeting and Planning Policy

To ensure the effective and efficient management of the service, the Approved Provider and Coordinator shall work collaboratively together to develop effective and responsible budgetary guidelines for the ongoing operation of the service.



Relevant Laws and other Provisions

- See your service's 'Constitution' or 'Rules' or 'Memorandum and Articles of Association' or equivalent for limitations and role of management Committee or other governing body
- *Associations Incorporation Act, 1981, (Qld)* or *Corporations Act, 2001* may apply (e.g. directors' duties) to your management committee or board or other governing body. Take expert advice if you are unsure of this.
- *Accounting Manual for Parents & Citizens' Associations (if P&C managed service)*
- *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

An annual service budget will be prepared by the Approved Provider working in consultation with the Nominated Supervisor/Coordinator to be tabled at the AGM.

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.

Date of Development	Date Ratified	Date of Review

10.4 Fees Policy

This OSHC aims to provide a quality service to those requiring school aged care at an affordable price. The Approved Provider will set fees based on the annual budget required for the provision of quality childcare in keeping with the service's philosophy statement, program goals, and these policies and procedures. Child Care Subsidy for this service type (OSHC) is available to account holders who meet residency and immunisation guidelines and is evaluated according to combined household activity levels (e.g. work, study, volunteer work) and income.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Australian Government Child Care Service Handbook*
- *NQS Area 6.1; 7.1.1; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.14 – Bookings and Cancellations Policy, 3.5 – Excursions Policy, 9.2 – Enrolment Policy, 9.3 – Communication with Families Policy, 10.3 – Budgeting and Planning Policy, 10.17 – Strategic Planning Policy*



Procedures

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

Casual bookings shall attract a higher fee, as set by the Approved Provider, due to the nature of the booking and irregular pattern of attendance.

Fees will be paid, for all days booked, on the last day of attendance each week / fortnight via Debit Success.

A statement must be issued by the service for each child receiving Child Care Subsidy as reduced fees as per the *Australian Government's Child Care Service Handbook*.

Accepted payment methods are by internet transfer only.

Child Care Subsidy

Parents/Guardians are informed about the availability of Child Care Subsidy (**CCS**) via the Family Handbook which is located on the Sherwood Outside School Hours Care website (www.sherwoodoshc.com.au):

- Advising of the ability to apply for Child Care Subsidy through Centrelink during the initial Co-ordinator meeting, also through information provided in the Family Handbook; and
- Keeping a stock of information brochures available for all parents/guardians.

Account holders 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.

Credit for fees already paid will be made in accordance with the Australian Government's Child Care Service Handbook.

All CCS records will be kept for 3 years from the last entry on the record in accordance with the Australian Government's Child Care Service Handbook.

Payment Policy

The Sherwood State School Outside School Hours Care (OSHC) facility is a not-for-profit organisation that is governed by the Sherwood State School P&C Association (Approved Provider).

Payment Options

The following payment option is available to new account holders with children at the facility. If you would like to discuss this information further, please do not hesitate to contact the Co-ordinator during OSHC hours of operation.

1. Payment by Direct Debit or Credit Card (Visa or Mastercard)

This method requires account holders to provide bank account or credit card details with their enrolment papers.

Regular Before and After School Care attendees have the option to pay on either a weekly or fortnightly cycle. Families attending only Vacation Care may make a bulk payment covering the total cost of fees during that period.

Account holders are provided with a statement of their account via email dependent on their allocated payment cycle e.g. weekly, fortnightly.

Payment of Accounts

Payments are transferred from the account holder's nominated bank account or credit card on a Friday, dependent on the allocated payment cycles noted above.

Cancellations

The Sherwood State School P&C Association understands that families may need to change scheduled care and, where vacancies exist, the OSHC service will try to accommodate any changed booking/s.

If account holders wish to change their child/ren's booking/s without incurring a fee, they must provide 7 day's notice in writing to the service. This can be done via email. If notice of cancellation cannot be given within the 7 day period, booking fees will be charged to the account. This will NOT occur ONLY if the OSHC service is at capacity and the child/ren's place can be filled from the wait-list on these cancelled day/s.

While the OSHC facility understands that change is a necessary part of life, the Sherwood State School P&C Association requests parents/guardians do not take advantage of this cancellation policy by regularly cancelling permanent booking/s in advance. If changes to bookings become a regular occurrence, it is encouraged that account holders speak with the Co-ordinator regarding any other options that may be available to them e.g. casual bookings.

Refunds

If the account holder has permanently cancelled care and their account is in credit, they must provide: a) written instructions to the service indicating that a refund is required; and b) confirm the appropriate bank account details for transfer.

Accrued Debt

If insufficient funds are available to make the necessary payments for any bookings, official notice will be given to the account holder notifying them of the issue and addressing any due dates. This will occur as follows:

1. In the first instance, the OSHC Co-ordinator/administrator will remind the account holder verbally and record an agreed payment date;
2. If payment has not been received on the agreed date, written notification by the Approved Provider will be sent via email;
3. If no payment arrangements have been made, the account holder will be contacted by the Approved Provider where the terms of payment will be discussed. They will also be informed that their child/ren's continued enrolment at the service is dependent on the arrangement of any outstanding fees;

4. If after 60 days, payment arrangements have still not been made by the account holder, the Approved Provider, in its discretion, will cancel the enrolment of any child/ren attending the service of the parents/guardians owing \$500.00 until the issue has been rectified.

If significant changes in financial circumstances have occurred, it is important that the account holder discusses their situation with the OSHC Co-ordinator as soon as possible to avoid accruing substantial fees. A payment plan may be implemented at the discretion of the Co-ordinator.

Late Fees

Closing time of this service is 6:00pm. Parents/guardians who collect their child/ren after this time will incur a late fee of \$20.00 for the first 15 minutes and \$1.00 per minute thereafter.

Date of Development	Date Ratified	Date of Review
October 2017	26.10.18	October 2019

10.5 Approval Requirements under Legislation Policy

As part of the service risk management and compliance obligations, the Approved Provider and the Nominated Supervisor/Coordinator 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 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; and
- 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; and
 - 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 – Service Supervisor Certificate).

Whilst the service provides, or aims to provide, regular child care to school age children, the Approved Provider and the Nominated Supervisor/Coordinator are jointly responsible to ensure that the service will not operate at any time if some person or body does not hold a current approval in respect of the service.

Whilst the service is approved to provide child care, the Approved Provider/ and the Nominated Supervisor/Coordinator 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; and
- The relevant current Provider Approval and Service Approval is kept on display at the service whenever child care is being provided.

Date of Development	Date Ratified	Date of Review

10.6 Service Supervisor Certificate Policy

The approved education and care service is granted a service supervisor certificate which they can apply to any person working at the service who has been identified by the Approved Provider working within the service as:

- Responsible for the day to day management of the service; or
- Exercising supervisory and leadership responsibilities for part of the service

The following procedure details the Approved Provider's process for designating a Nominated Supervisor to act as the responsible person for the day to day operations of the service, and in their absence, other supervisors deemed suitable to perform these duties, and for obtaining consent for those persons to fulfil that position.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *NQS Area: 4.2.1; 7.1; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 10.1 – Quality Compliance, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality), 10.22 – Determining the Responsible Person.*



Procedures

The Approved Provider must designate a Nominated Supervisor for their Approved Service to meet the requirements/conditions of the Education and Care Services National Law 2010 and Regulations 2011, and to act in that role must provide consent to do so.

The Nominated Supervisor has specific obligations under the National Law and therefore informed consent to act in that role is required. The Approved Provider will make available to the Nominated Supervisor relevant information so they clearly understand those obligations prior to attaining consent. This information is provided in accordance with the expectations of policy 10.22 – Determining the Responsible Person.

The Approved Provider, where relevant to do so, will appoint other educators at the service deemed to have the skill and ability to act as service supervisor in day to day charge of the service, in the absence of the Nominated Supervisor/Coordinator.

Information regarding the appointment of the Nominated Supervisor and Responsible Persons in Charge will be documented as a staff record of the service.

Date of Development	Date Ratified	Date of Review

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 (e.g. directors' duties) to your management committee or board or other governing body. Take expert advice if you are unsure of this.
- *Work Health and Safety Act 2011 and Regulations 2011*
- *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 Act 2010* responsibility rests with the Approved Provider to take out and keep current adequate public liability insurance with a minimum cover of \$10 million on building and contents (including loss of cash from premises or in transit) and other insurances*.

(***Note to users of this Manual:** what is adequate insurance for your service will depend entirely on the specific details of your service. You must take advice from an independent broker or insurance adviser to determine this in the context of your own service.

All insurance will be purchased through a reputable broker or agent.

The Approved Provider will request the Nominated Supervisor/Coordinator each year to gather such information as necessary to enable an informed assessment and 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 Approved Provider is responsible to ensure that the service has adequate worker's compensation insurance for all staff including volunteers.

Claims

In the event of a claim being made or a reportable incident, the Coordinator will notify the Approved Provider immediately.

If directed by the Approved Provider, the Coordinator will notify the insurance company ensuring that the service follows all directions of the insurance company and in the case of material or significant claims, seek legal advice for the service.

Date of Development	Date Ratified	Date of Review

10.8 Information Handling (Privacy and Confidentiality) Policy

In its provision of an education and care program, the service obtains and deals with personal and sensitive information relating to families, children, staff and others. The service respects the privacy of all individuals and seeks only information which it needs to protect and care for children, and handles that information with confidentiality and sensitivity and in keeping with legal requirements.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Family and Child Commission Act 2014
- *Privacy Act 1988 and Regulations 2013*
- *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

Through this policy the service complies with the Australian Privacy Principles under the *Privacy Act 1988 and Regulations 2013*.

(Note to users of this Manual: Services must access/seek independent advice on their compliance requirements under this legislation are to ensure a policy is developed which complies with the requirements and suitable to their service).

The service gathers only the information it needs in order to provide its services and protect and care for children, families and educators. Types of information we collect includes (but not limited to):

- Personal information on employees such as emergency contact details, qualifications, recognised training and places of previous employment; and
- Personal information for children and families including Centrelink Reference Numbers, names, addresses and contact details for family members and authorised nominees, and children's medical details.

The service obtains the written consent of persons for the use of the information by the service in connection to its operations, delivering the program and complying with its Duty of Care to children, employees and other persons, including those giving the information.

The service will seek permission to share relevant information as required by law. This is done through the enrolment and other related procedures as new information is received.

The service protects the rights of the individual's privacy by ensuring that information collected is stored securely in a locked filing cabinet.

Records of the service are only to be accessed by persons who need them for a reason for which the person giving the information has consented to it being used or, strictly in the case of emergency, to fulfill the service's Duty of Care and responsibilities to the children.

All records pertaining to any child incident, illness, injury or trauma will be kept until the child reaches the age of 25.

The Nominated Supervisor/Coordinator will ensure that children's records are reviewed and updated at least twice per year and otherwise immediately after receiving a request from a parent/guardian to update any detail in the child's record.

The service will ensure:

- Fair and open information collection practices;
- Processes and practices that ensure information collected about individuals and families is accurate, complete and current; and
- Use and accessibility of personal information is monitored closely.

Date of Development	Date Ratified	Date of Review

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.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Associations Incorporation Act, 1981, (Qld) or Corporations Act, 2001 may apply (e.g. directors' duties) to your management committee or board or other governing body. Take expert advice if you are unsure of this.*
- *Australian Standard on Risk Management - AS/NZ ISO 31000:2009*
- *Australian Standard on Compliance - AS/NZ 3806-2006*
- *Family and Child Commission Act 2014*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *NQS Area: 2.1.4; 2.2.2; 2.3; 4.1; 4.2.1; 7.1.1, 7.1.4, 7.1.5; 7.2.3; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 2.10 – Reporting Guidelines and Directions Policy for Handling Disclosures and Suspicions of Harm, 3.5 – Excursions, 3.6 – Transport for Excursions, 5.1 – Food Handling and Storage, 6.1 – Space and Facilities Requirements, 6.3 – Workplace Health and Safety, 7.1 – Emergency Equipment and Facilities, 8.1 – Role and Expectations of Educators, 10.1 – Quality Compliance.*



Procedures

The Approved Provider will, in conjunction with the Nominated Supervisor/Coordinator, take responsibility to develop, maintain and monitor a risk management program appropriate to the service, including a method of ensuring that the service takes appropriate steps to comply with:

- The policies and procedures of the service;

- Working with children requirements;
- Work health and safety practices;
- Equal opportunity employment;
- Adequate insurance;
- The service approval status applicable to the service (see Policy 10.5 – Approval Requirements under Legislation) and other relevant laws applicable to the Service; and
- Maintenance of equipment and facilities;

The Approved Provider, in conjunction with the service Nominated Supervisor/Coordinator, will develop and manage, through its regular meetings, an annual rolling program of reviews of all of the policies and procedures of the service, to ensure that they comply with relevant requirements.

The Nominated Supervisor, 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 Nominated Supervisor will proactively and fully inform her/himself through subscribing to appropriate information services and industry bodies, and attending all relevant and appropriate forums about these issues.

The Nominated Supervisor/Coordinator informs educators of all such changes and requirements through the educator training program (See Policy 8.4 – Educator Professional Development and Learning), regular team meetings and/or service communication book.

High risk activities and special events

High level risks and special events shall be identified within the program through consultation with educators, management and other relevant stakeholders. Such events may include but are not limited to excursions and/or incursions.

The risk management process shall be conducted for each of the activities identified as a high risk or special event and shall be conducted prior to the scheduled timeframe for the event or activity.

All relevant stakeholders shall be informed of how the service intends to manage high level and special event risks and appropriate training and support for stakeholders will be made accessible.

Crisis and critical events

Risks will be managed in identified emergency situations such as fire, flood, other natural disasters, external threats, evacuation etc.

Preventative measures shall be taken to prepare for critical events such as:

- Developing risk management plans for possible emergency situations (e.g. fire, flood). Management plans may include strategies for overnight stays and/or food restrictions; and
- 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; and
- Accompanying children or others to hospital by ambulance when necessary

Follow up actions may include:

- Seeking access or referral to appropriate counseling and critical incident debriefing services to provide support to those affected within the service including children, families, employees and management.
- Observing children's reactions and behaviour;
- Supporting children to appropriately express thoughts and feelings;
- Providing a stable and nurturing environment with familiar routines;
- Supporting employees through team meetings and accessing relief employees to support when appropriate;
- Providing professional support and special leave when needed;
- Supporting families through meetings and written information;
- Managing media attention attracted by newspapers, radio and television through appropriate and effective methods of communication. A media contact person will be appointed to manage the communication to ensure consistency of information and reduction in misinformation and speculation; and
- Notifying the regulatory authority

Ongoing actions may include:

- Monitoring and supporting children, families, employees, volunteers and students;
- Evaluating emergency and critical event management plans.

Managing breaches of the Risk Management Strategy

Risk management Plans for high risk activities and special events shall be monitored on a regular basis (annually or as required).

Information regarding the service's risk management strategy shall be shared with all relevant stakeholders including employees and families on a regular basis.

Management shall have overriding responsibility for overseeing the implementation of the process and for ensuring that any breaches of the service strategy are immediately rectified.

Communication and support

Information shall be made accessible to families, volunteers and employees regarding the service policies and procedures in relevant handbooks as well as having access to a full copy of the service policies and procedures from the service.

Information shall be dispersed to families, volunteers and employees through appropriate newsletters, flyers and other methods of communication.

Training materials and strategies shall be made available and accessible to help employees, volunteers and parents identify and manage risks of harm.

Date of Development	Date Ratified	Date of Review

10.10 Managing Compliance within the Service Policy

The service recognises that strategies must be in place to ensure ongoing compliance with relevant legislation. This policy is designed to identify the various legislation and government authorities where compliance is required and clear strategies for ensuring the service actively monitors compliance aspects.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Family and Child Commission Act 2014*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Australian Government Department of Education Children's Services Handbook*
- *Privacy Act 1988 and Regulations 2013*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *NQS Area 6.1.3; 7.1; 7.2.2, 7.2.3; 7.3.*
- *Policies: 8.2 – Educational Leader Policy, 10.1 – Quality Compliance Policy, 10.5 – Approval Requirements under Legislation Policy, 10.6 – Supervisor Certificate Policy, 10.7 – Insuring Risks Policy, 10.9 – Risk Management and Compliance Policy.*



Procedures

The service shall actively work towards compliance with:

- *Education and Care Services National Law, 2010 and Regulations 2011;*
- *National Quality Standard for Education and Care Services and School Age Care;*
- *Commonwealth Child Care Act 1972 (Child Care Benefit);*
- *Family and Child Commission Act 2014*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Work Health and Safety Legislation;*
- *Child Protection Legislation.*

Compliance monitoring strategies shall be implemented including:

- Developing compliance checklists for use within the service on a regular basis, such as safety checklists;
- Updating the compliance checklists on a regular basis or as new information regarding changes to the implementation of regulations, legislation or standards becomes available;
- Seeking reputable organisations to conduct external audits and to provide reports regarding compliance issues to the service on a regular basis; and
- Acting on any relevant recommendations or notification to changes in compliance requirements immediately.

Information shall be made accessible to families, volunteers and employees regarding the service policies and procedures in relevant handbooks as well as having access to a full copy of the service policies and procedures at the service.

Information shall be dispersed to families, volunteers and employees through appropriate newsletters, flyers and other methods of communication.

Positive Notice Blue Card Compliance

All employees, volunteers and executive members of management must hold a current and valid Positive Notice for Child Related Employment blue card.

Prospective paid employees shall not be engaged to work at the service without being in receipt of a current blue card/ or an application has been submitted for a blue card. A certified copy of the blue card shall be maintained at the service.

A blue card register will be maintained at the service containing the 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

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

10.12 Information Technology Policy

The service acknowledges and recognises the significant impact of information technology and therefore aims to have suitable policies and procedures in place to ensure that information technology is used appropriately and in the best interests of the children, families and employees who use the service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Privacy Act 1988 and Regulations 2013
- *Duty of Care*
- Family and Child Commission Act 2014
- Child Protection Act 1999 and Regulations 2000
- 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 children attending school age care services and shall be included as an appropriate part of the overall program when accessible.

Information technology may include computer equipment, games, internet access and other forms of communication technology including mobile phones and cameras.

Information technology accessible to children such as the internet shall be monitored by educators. Approved mechanisms shall be put in place to ensure that children who are able to access the internet at the service do not have access to inappropriate sites or information. Children will be educated regarding the safe use of information technologies.

Educators shall not be permitted to use personal mobile phone cameras to take photos of children.

Educators shall not be permitted to use personal digital (or manual) cameras to take photos of children.

The service shall take precautions to ensure computer games accessible to children are appropriate for the use of school age children and that government classifications are followed.

Online Social Networking

With the knowledge and consent of the Approved Provider, the service may set up its own social networking (e.g. Facebook) page, with an aim to increasing communication with families and the school community.

Good judgement and common sense must be used to ensure the reputation of the service, its employees and stakeholders are not harmed during the use of social networking media. Once something is placed online, it spreads quickly and cannot be retracted.

Employees authorised to access the service’s social networking page will adhere to the following guidelines:

- Only families enrolled with the service will be invited to participate through the email address provided;
- Under no circumstances are children attending the service to be invited to participate in the service’s social networking site;
- Only Information and/or comments relating to the activities and operations of the service will be posted on the service’s social networking site;
- Authorisation of families must be obtained before images of children can be considered for upload (see 10.2.6)
- Only community members known to the service shall be invited i.e. teachers, school leaders etc.

Employees authorised to access the service’s social networking site are also required to adhere to the participation guidelines as listed further in this policy.

While the service does not wish to control personal private information released outside of work hours, any image, comment or status distributed by an employee that damages the reputation of the service, its employees and other stakeholders, will be treated as a serious breach of this policy and may result in disciplinary action.

When using social networking media, the following guidelines must be adhered to at all times:

- Offensive comments are not to be made about fellow employees online. This will be viewed as cyber bullying. Even if comments are not made directly, they may still be viewed indirectly by multiple people;
- Work-related problems, tasks and ventures should not be discussed online. Confidentiality must be maintained at all times;
- Be clear that your personal views are yours, and not necessarily the views of the service management and/or stakeholders;
- Management must approve any photos of employees in work uniform prior to being posted to the site. Photos are not to be placed online if they are of an unprofessional nature; and
- If anything is posted online by others which may harm the reputation of the service, its employees or stakeholders, and you have the capacity to delete such information, the Approved Provider asks that you do so immediately.

If something potentially harmful to the image or people of the service is found online, it is to be brought to the attention of the Coordinator. This should be done immediately and the information should not be shared with others.

Date of Development	Date Ratified	Date of Review

10.13 Purchasing Policy

The service management seeks to implement measures which provide financial protection and minimise the risk of fraudulent, inappropriate or negligent financial practices. Such policy seeks to protect the financial reputation of the organisation and its ongoing viability.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Accounting Manual for Parents & Citizens' Associations (P&C managed services only)*
- *Support guide for P&C's (P&C managed services only)*
- *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; and
- Ethical behaviour and fair dealing.

All requests for purchases must be in writing to the Approved Provider of the service. The responsibility for ordering shall be with the service Nominated Supervisor/Coordinator or management representative.

While ordering and purchasing authority is restricted to the Nominated Supervisor/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 the 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.

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 Provider 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; and
- Purchase total.

Date of Development	Date Ratified	Date of Review

10.14 Record Back Up and Off Site Information Handling Policy

The service acknowledges and recognises that considerable amounts of information pertaining to the daily and historical operations of the service are stored on computer or other files. The storage and long term maintenance of this information is vital in the monitoring of compliance activities and to prevent the service from losing valuable information therefore it is important to maintain effective storage procedures.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Commonwealth Child Care Act 1972 (Child Care Benefit)*
- *Privacy Act 1988 and Regulations 2013*
- *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 (i.e. cloud computing) 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.

Services may use web based (cloud) data storage systems for back-up and archiving of records. Records of back-up should be noted in the 'Computer Record Backup Book' with access to these records limited to the Approved Provider and the Nominated Supervisor/Coordinator. To ensure the safety and security of service records, password protection may be considered.

Storage of computer data shall be carried out in accordance with any requirements of the organisations 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, unless express consent is provided by the employer.

Data storage devices (external drives and back-ups) shall be checked weekly to ensure appropriate functioning.

Date of Development	Date Ratified	Date of Review

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:

- *Accounting Manual for Parents and Citizens' Associations (for P&C managed services)*
- *Support Guide for P&C's (for P&C managed services)*
- *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; and
- Arts and Crafts (other than consumables).

Every fixed item purchased for the service (other than consumables) shall be entered into the register immediately following the purchase.

The details to be contained in the register in respect of purchases shall include:

- Date of purchase;
- Item (Categorised);
- Purchase price;
- Supplier; and
- Warranty terms (if applicable).

Items may be disposed of during the year if they are damaged, aged or unsuitable for their purpose.

In the event that items are disposed of or written off, such items shall be reported to management using appropriate formats such as financial report or Coordinator's report and shall be duly recorded in the asset register.

The register shall be reviewed and updated annually in accordance with the financial year of audit.

Date of Development	Date Ratified	Date of Review

10.16 Intellectual Property and Copyright Policy

The service recognises that for the purposes of operating a SAC service many written materials need to be developed to ensure compliance with relevant legislation. These written materials include, but are not limited to:

- Policies and procedures manuals;
- Handbooks; and
- Operational Documents and Forms.

As a result, all materials developed by employees, volunteers or other agents, specifically for the operational purposes of the service shall remain the intellectual property of the service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Copyright Act 1968*
- *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

10.17 Strategic Planning Policy

The service recognises and acknowledges the value of planning strategically to ensure the future and ongoing viability and growth of the service therefore management will review service operations regularly and take a planned approach to the organisation's future.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Accounting Manual for Parents and Citizens' Associations (for P&C managed services)
- Support Guide for P&C's (for P&C managed services)
- *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 organisation's future.

The Nominated Supervisor/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;
- Environmental sustainability; and
- Others as required.

Service management may seek external support and advice in the process as required.

Date of Development	Date Ratified	Date of Review

10.18 Court Orders and the Release of Children in Care Policy

The service recognises and acknowledges the diverse and changing circumstances of children's families and shall endeavour to implement a best practice approach to managing the duty of care, whilst respecting the needs of parents and the legal environment surrounding family obligations.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- Family and Child Commission Act 2014
- *Family Law Act 1975*
- *Privacy Act 1988 and Regulations 2013*
- Child Protection Act 1999 and Regulations 2000
- *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 employees shall take a best practice approach to managing the needs of children and families with care and sensitivity, and to work with families to support them in the provision of care for their children.

Families with children attending the service who have custodial or parenting plans in place are responsible for ensuring they comply with set requirements. The service shall endeavor to release children within the conditions as outlined in the certified documents and/or orders. However, should the safety of other children or educators be at risk, children will be released and the custodial parent and/or police contacted immediately.

The service employees shall respect and maintain the confidential nature of the documents through application of privacy principles and as reflected in the service Privacy Policy.

Information requested by parents relating to a child under a court order or parenting plan will be subject to the conditions as per the court order/parenting plan.

Date of Development	Date Ratified	Date of Review

10.19 Policy Development, Sourcing and Review Policy

The service recognises and acknowledges the broad range of information sources including statutory documentation that is referred to and referenced either directly or indirectly in the development of policies and procedures.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *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

10.19.1 Policy Review Schedule

Reviewing policies is essential to effective service management and quality improvement (NQS 7). This policy review schedule is a cumulative record of policies identified for review either due to legislative changes, arising issues and change of practice and/or the ongoing cycle of reflection and improvement. All policies should be reviewed for currency within a maximum timeframe of 3 years if not identified sooner.

Policy Group 1: Service Philosophy and Goals

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
1.1	Philosophy Statement					
1.2	Goals					

Policy Group 2: Children

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
2.1	Respect for Children					
2.2	Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm					
2.3	Educator Ratios					

2.4	Arrivals and Departures of Children					
2.5	Reporting of Child Abuse					
2.6	Behaviour Support and Management					
2.7	Exclusion for Behavioural Reasons					
2.8	Anti-bullying					
2.9	Inclusion and Anti-bias					
2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm					
2.11	Including Children with Special/Additional Needs					
2.12	Managing Duty of Care - Non-Attending Children					
2.13	Use of Photographic and Video Images of Children					
2.14	Bookings and Cancellations					
2.15	Children's Property and Belongings					
2.16	Promoting Protective Behaviours					
2.17	Children Accessing the Internet					
2.18	Cyber-Bullying					
2.19	Children's Media Viewing					

2.20	Supervision of Children					
2.21	Children's Transitions to OSHC					
2.22	Departures of Children with Self-Care Arrangements					
2.23	Interactions with Children					
2.24	Children's Participation and Decision Making					
2.25	Statement of Intent for Children's Play					

Policy Group 3: Program

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
3.1	Educational Program Planning					
3.2	Program and Documentation Evaluation					
3.3	Educator Practice					
3.4	Homework					
3.5	Excursions					
3.6	Transport for Excursions					
3.7	Physical Activity					
3.8	Extra-curricular Activities					
3.9	Creative and Expressive Arts					
3.10	Observational Recording					

3.11	Escorting Children					
3.12	Sustainability Practices					
3.13	Water Activities and Safety					
3.14	Valuing Diversity, Culture and Reconciliation					
3.15	Cooking with Children					

Policy Group 4: Health and Wellbeing

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
4.1	General Health and Safety					
4.2	Infectious Diseases					
4.3	Hygiene					
4.4	Preventative Health and Wellbeing					
4.5	Incident, Illness, Injury or Trauma					
4.6	Medication					
4.7	Keeping of Animals					
4.8	Sun Safety					
4.9	Children's Toileting					
4.10	Anaphylaxis Management					
4.11	Emergency Health and Medical Procedure Management					
4.12	Non Smoking					
4.13	First Aid Waste Management					
4.14	Infectious Diseases Response Strategy					

4.15	Asthma					
4.16	Vehicle Restraint					
4.17	Children with Medical Conditions Policy					
4.18	First Aid					
4.18.1	Sample Medical Conditions Risk Minimisation Plan					
4.19	Childhood Immunisation					

Policy Group 5: Food and Nutrition

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
5.1	Food Handling and Storage					
5.2	Food and Nutrition					
5.3	Food Act Compliance					
5.4	Food Audit					
5.5	Cleaning and Sanitising					
5.6	Menu Development					

Policy Group 6: Provision and Safety of Facilities

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
6.1	Space and Facilities Requirement					
6.2	Provision of Resources and Equipment					

6.3	Workplace Health and Safety					
6.4	Shared Facilities					
6.5	Use and Maintenance of Air Conditioning					
6.6	Management of Poisonous Plants and Fungi					
6.7	Occupancy Agreement					
6.8	Maintenance of Facilities					

Policy Group 7: Emergencies

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
7.1	Emergency Equipment and Facilities					
7.2	Drills and Evacuations					
7.3	Harassment and Lockdown					
7.4	Fire Safety Compliance					
7.5	Extreme Weather					
7.6	Emergency Closure					

Policy Group 8: Educators, Staff Members and Volunteers

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
8.1	Role and Expectations of Educators					
8.2	Educational Leader					
8.3	Recruitment and Employment of Educators					
8.4	Educator Professional Development and Learning					
8.5	Volunteers					
8.6	Employee and Volunteer Grievance					
8.7	Workplace Harassment and Bullying					
8.8	Employee Performance Monitoring, Review and Management					
8.9	Employee Code of Conduct					
8.10	Employee Orientation and Induction					
8.11	Employee Leave					
8.12	Employee Qualifications – Monitoring Progress					
8.13	Employee Health					
8.14	Employee Online Social Networking					
8.15	Children of Employees					
8.16	Employee Immunisation					
8.17	Fit for Work					

8.18	Employee Retention Policy					
8.19	Employee Counselling and Disciplinary Procedures					
8.20	Workplace Sexual Harassment					
8.21	Educator Uniform and Personal Presentation					
8.22	Educator Interactions with Families – Professional Boundaries					
8.23	Equal Opportunity and Anti-Discrimination					
8.24	Payment of Employees					
8.25	Employee Remuneration and Entitlements					
8.26	Higher Duties for Employees					
8.27	Employee Assistance Program					

Policy Group 9: Parent, Family and Community Relationships

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
9.1	Access					
9.2	Enrolment					
9.3	Communication with Families					

9.4	Communication with Community					
9.5	Complaints Handling					
9.6	Parent and Community Participation					
9.7	Management of Intoxicated or Persons Under the Influence					
9.8	Parent Conduct					
9.9	Acceptance and Refusal of Authorisations					
9.10	Visitors					
9.11	Enrolment Management					

Policy Group 10: Management and Administration

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
10.1	Quality Compliance					
10.2	Role and Composition of Management Committee					
10.3	Budgeting and Planning					
10.4	Fees					
10.5	Approval Requirements under Legislation					
10.6	Service Supervisor Certificate					

10.7	Insuring Risks					
10.8	Information Handling (Privacy and Confidentiality)					
10.9	Risk Management and Compliance					
10.10	Managing Compliance within the Service					
10.11	Management Code of Conduct					
10.12	Information Technology					
10.13	Purchasing					
10.14	Record Back-up and Off-site Information Handling					
10.15	Asset Management					
10.16	Intellectual Property and Copyright					
10.17	Strategic Planning					
10.18	Court Orders and the Release of Children in Care					
10.19	Policy Development, Sourcing and Review					
10.20	Environmental Management					
10.21	Service Closures					
10.22	Determining the Responsible Person					
10.23	Provision of Information					
10.24	Privacy Policy					
10.25	Single Staff Member					

10.26	OSHC Service Social Media Guidelines					
10.27	Continuous Improvement					
10.28	Record Keeping and Retention					
10.29	Hardsjip and Administration of Special Childcare Benefit					
10.30	Conflict of Interest					
10.31	Managing Non-Compliance and Reportable Incident					
10.32	Appropriate Governance					

10.20 Environmental Management Policy

Service management recognise the need to ensure that activities undertaken through the program minimise the impact on the environment and are committed to establishing procedures that respect and care for our land and its resources.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Environmental Protection Act 1994, Environmental Protection Regulation 2008*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *NQS Area: 3*
- *Policies: 3.1 – Educational Program Planning, 3.3 – Educator Practices, 4.12 – No Smoking, 4.13 – First Aid Waste Management, 5.5 – Cleaning and Sanitising, 6.5 – Use and Maintenance of Air Conditioning, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.3 – Communication with Community, 9.6 – Parent and Community Participation, 10.1 – Quality Compliance,*



Procedures

Service management, in consultation with the service Coordinator, will develop procedures for relevant areas relating to environmental management and sustainability. Areas may include (but are not limited to):

- Water usage;
- Energy efficiency;
- Waste management;
- Use of chemicals;
- Air quality;
- Care of animals and vegetation; and
- Consideration of the local environment.

Information will be provided to staff, parents and the Approved Provider in regards to issues affecting the way the service is dealing with environmental issues.

The service will encourage links and networking with parents and the community on environmental issues by keeping them informed of what the service is doing and being aware of what others can bring to the service.

Date of Development	Date Ratified	Date of Review

10.21 Service Closures Policy

The service acknowledges that there may be times when the service is required to close due to planned or unforeseen circumstances. The service recognises that effective communication procedures must be in place to ensure all families are notified if closure of the service is expected.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Australian Government Department of Education Children's Services Handbook*
- *NQS Area: 7.3.2, 7.3.5*
- *Policies: 9.3 – Communication with Families, 9.3 – Communication with Community.*



Procedures

The service will operate as per the approved and advertised opening hours for each session of care where Child Care Benefit is claimed unless approval is given by the regulatory authority (Department of Education and Training - Early Childhood Education and Care) and the Australian Government Department of Education.

The service will not close early due to children being collected prior to the approved and advertised closing time, unless prior approval has been granted by the regulatory authority (Department of Education and Training - Early Childhood Education and Care) and the Australian Government Department of Education.

Closure of the service may occur in the following instances:

- Extreme weather conditions;
- Emergency situation, such as fire or other external threat;
- Loss of power and/or water.

Determination for closure will be made in consultation with management and/or other emergency services personnel, if relevant.

In the case of closure of the service, the coordinator will:

- Contact families to collect the children from the service;
- Ensure the safety of all children and educators involved; and
- Notify the Regulatory Authority via closures.det.qld.gov.au

Date of Development	Date Ratified	Date of Review

10.22 Determining the Responsible Person Policy

The Approved Provider must ensure that the education and care service has a responsible person in day to day charge of the service. This policy outlines the process for determining the responsible person.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

Education and Care Services National Law Act, 2010 and Regulations 2011

- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- 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, 10.6 – Service Supervisor Certificate Policy, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality).*



Procedures

A responsible person must be present at all times when the service is educating and caring for children. If the Nominated Supervisor is absent, the Approved Provider or appointed Responsible Person in Charge of the service can take on this role. The Nominated Supervisor of the service must meet the requirements/conditions of the *Education and Care Services National Law Act 2010 and Regulations 2011*.

In the absence of the Nominated Supervisor, the Approved Provider or Nominated Supervisor will designate a service (certified) supervisor with their written consent, to be placed in the day to day charge of the service. This person must meet the requirements/conditions of the *Education and Care Services National Law 2010 and Regulations 2011* with regard to ensuring fitness and propriety.

In determining the responsible person, the Approved Provider will also consider the capacity of this person to ensure children's safety and wellbeing, having regard to their qualifications, experience and age. This includes the person's:

- Understanding of the *Education and Care Services National Law Act 2010 and Regulations 2011*;
- Understanding of other relevant laws and provisions such as Child Protection, Work Health, Food Handling, etc.;
- Capacity to implement emergency and evacuation procedures;
- Ability to attend to parent inquiries (either directly or by referral);
- Capacity to supervise, manage and lead other educators;

- Ability to respond to incidents involving children’s health and safety;
- Ability to respond to incidents involving the health and safety of educators, volunteers and family members present at the service;
- Knowledge (extensive) of service policies and procedures including opening/closing procedures;
- Capacity to ensure the safety and wellbeing of all children being educated and cared for while they are the responsible person;
- Ability to effectively make written records of incidents;
- Ability to effectively communicate with children, families, staff, school and relevant authorities;
- Ability to reflect and evaluate their performance as the responsible person; and
- Ability to understand and articulate practice.

The Approved Provider will maintain a staff record including the name of the responsible person at the service for each time that children are being educated and cared for by the service.

In accordance with regulatory requirements, a sign stating the name and position of the responsible person in charge must be displayed at all times children are being educated and cared for.

Date of Development	Date Ratified	Date of Review

10.23 Provision of Information Policy

The Approved Provider recognises the importance of making available to families particular information regarding children's participation and attendance at the service. Information shall be made available to families upon request so long as the request is reasonable, equitable and lawful.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Privacy Act 1988 and Regulations 2013*
- *NQS Area: 1.1.4; 2.1.1, 2.1.4; 2.2.1; 6.1.1, 6.1.3; 6.2.1; 6.3.2, 6.3.3; 7.1.1; 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, 2.9 – Inclusion and Anti-Bias, 2.11 – Including Children with Special/Additional Needs, 2.13 - Use of Photographic and Video Images of Children, 2.14 – Bookings and Cancellations, 2.15 – Children's Property and Belongings, 3.1 - Educational Program Planning, 3.2 - Program and Documentation Evaluation, 3.4 – Homework, 3.5 – Excursions, 3.7 - Physical Activity, 3.8 - Extra-curricular Activities, 3.10 - Observational Recording, 4.5 - Illness and Injury, 4.6 – Medication, 4.10 - Anaphylaxis Management, 4.15 – Asthma, 5.2 - Food and Nutrition, 5.6 - Menu Development, 9.2 – Enrolment, 9.3 - Communication with Families, 9.5 - Complaints Handling, 9.6 - Parent and Community Participation, 10.8 - Information Handling (Privacy and Confidentiality), 10.10 - Managing Compliance within the Service.*



Procedures

Parents/guardians may request information from the Approved Provider with regard to their child/ren's participation and attendance at the service. However, in the instance that there is a court ordered custodial arrangement/parenting order in place, the service will ensure any or all information requested is in accordance with such parenting orders. This information may include (but is not limited to):

- The enrolment record;
- Participation in the program;
- Dietary requirements and menus;
- Attendances;
- Fee payments;
- Records of child care benefits; and
- Incident/accident reports;

Sources of information such as those identified may be requested either in person or in writing to the delegate of the Approved Provider.

Where this information does not breach confidentiality to any other person it will be provided upon request in the form of a written record or statement.

The Approved Provider will only make accessible information of a sensitive nature that is not requested for a general purpose, upon written request which details the nature for which the information is being requested and the timeframe in which it is required.

Information requested by parents relating to a child under a court order or parenting plan will be subject to the conditions as per the court order/parenting plan.

When necessary, a legally certified request may be required. Costs associated with the provision of information that is not for a general purpose may be negotiated, particularly if the gathering and collating of those records is comprehensive.

Date of Development	Date Ratified	Date of Review

10.24 Privacy Policy

The service respects and supports the principles of privacy and confidentiality and complies with the Australian Privacy Principles in relation to information gathered and stored by the service. Personal information collected may include family, health or medical information however all information gathered is relevant to ensure quality care is provided to the children and families who use the service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Privacy Act 1988 and Regulations 2013*
- *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

Through the procedures of this policy, the service complies with the Australian Privacy Principles (APPs) from the *Privacy Amendment (Enhancing Privacy Protection) Act 2012*.

The service aims to manage personal and sensitive information in an open and transparent way, with clear guidelines relating to how it is collected and stored.

For the purposes of providing child care and in order to fulfil its duty of care to families and children using the service, the following information is collected from parents/guardians through the enrolment process:

- Full name, address, contact numbers, date of birth and Centrelink reference number for each child and parent/guardian;
- Full name, address and contact number of emergency contact nominees;
- Family cultural information;
- Children's medical details;
- Children's dietary requirements;

Enrolment forms containing personal information are stored in a secure and confidential storage facility within the service office. The Approved Provider, the Nominated Supervisor or Responsible Person in Charge shall have access to this confidential information however, in order for the service to provide quality care to each child, permission will be sought to enable the provision of certain information to be shared amongst the educator team.

Personal and sensitive information may be collected throughout the course of providing care to children.

Family enrolment and other personal information can be accessed for the purposes of correcting information held by the service. Requests must be made to the Coordinator/Nominated Supervisor/Approved Provider and will include verification of the right to access such personal information.

Individuals have the option of not identifying themselves or using a pseudonym when dealing with the service in particular circumstances, such as complaints processes however, this may limit the capacity of the service to effectively deal with issues as a result.

Grievances and complaints relating to the service's handling of personal information must be in writing and will be dealt with as per the service's Complaints Handling Policy.

Through the family enrolment process, permission will be sought for personal and private information to be shared with government departments and other health and/or medical professionals, if necessary, in order to ensure the health and wellbeing of children attending the service.

References

Australian Government. (2014, January). *Privacy Fact Sheet 17*. Retrieved from Office of the Australian Information Commissioner.

Date of Development	Date Ratified	Date of Review

10.25 Single Staff Member Policy

The Approved Provider is responsible for ensuring the safety of the children in its care and employees of the service. This policy and procedure has been developed to minimise the potential risks where the service operates with a single educator on duty and working with the children.



Relevant Laws and other Provisions

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- *Work Health and Safety Act 2011 and Regulations 2011*
- Family and Child Commission Act 2014
- *Duty of Care*
- *NQS Area: 2.3; 4.1, 4.2.1; 5.1; 6.1.3; 7.1, 7.3.2, 7.3.3, 7.3.5*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.3 – Educator Ratios, 2.14 – Bookings and Cancellations, 3.11 – Escorting Children, 7.2 – Drills and Evacuations, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.10 – Employee Orientation and Induction, 8.13 – Employee Health, 9.2 – Enrolment, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance, 10.22 – Determining the Responsible Person.*



Procedures

In determining the need for the service to operate with a single staff member, management will be guided by the Education and Care Services National Regulations 2011 and the specific provisions for Queensland, which set out the following:

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

The service may operate with a single educator during certain periods of care (such as Before School Care), where attendances are below the educator to child ratio requirements as per the Education and Care Services National Regulations 2011.

A supervisory management plan, to guide practice when using a single staff model, will be developed in consultation with management, educators, families and children and will consist of procedures relating (but not limited) to:

- Injury, illness or trauma to educators;
- Toileting procedures for educators;
- Managing children's behavior incidents;

- Managing attendance of children with no booking; and
- Injury, illness or trauma to children which requires significant individual attention of the educator.

Educators delegated to work in the capacity of a single staff member will be determined by the Approved Provider as a responsible person, with the relevant notification at the service to be visible at the parent area.

The Approved Provider will ensure that the educator delegated to work as the single staff member (whether or not the Nominated Supervisor), has the required academic qualifications, first aid qualifications, and anaphylaxis management and emergency asthma management training as prescribed under the Education and Care Services National Regulations 2011.

The Approved Provider will ensure that any educator delegated to work as the single staff member will have provided to them, and be kept on site, details of an emergency contact as well as details of any relevant medical conditions that could result in medical attention being required (e.g. diabetes).

To ensure the correct educator to child ratios are adhered to, parents/guardians will be requested to make a booking for their child as soon as reasonably possible. (See Policy 2.14 - Bookings and Cancellations).

In the event of children arriving at the service for care without notice and as a result places the service in breach of educator to child ratios, the responsible person in charge will implement procedures as per the service supervisory management plan.

The Approved Provider will ensure that the single educator on duty has access to an operating telephone (mobile or fixed) whenever children are being cared for.

The name and telephone number of nominated contacts (who are on call and available when the service is operating) will be clearly displayed near the service telephone.

Emergency procedures and evacuation plans are developed in consultation with the children and are on display at all times. Children will be made aware of procedures required in the event of an emergency situation involving the single educator. This may include contacting another adult or the emergency services. These procedures will be practiced regularly.

Date of Development	Date Ratified	Date of Review

10.26 OSHC Service Social Media Guidelines

The service recognises that social media networking sites and other internet applications are effective methods for communicating with families who use the service and are committed to ensuring and promoting safe and positive communications. This policy aims to establish guidelines and procedures for the set-up and ongoing administration of the OSHC social media pages/sites with the intention to ensure all communications are appropriate.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Guardian Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *Privacy Act 1988 and Regulations 2013*
- *Code of Conduct*
- *NQS Area: 4.2.1; 6.1.2, 6.1.3; 7.1.1, 7.1.2, 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.1 – Respect for Children, 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.8 – Anti-bullying, 2.13 – Use of Photographic and Video Images of Children, 2.18 – Cyber-bullying, 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction, 8.14 – Employee Online Social Networking, 8.22 – Educator Interactions – Professional Boundaries, 9.3 – Communication with Families, 9.4 – Communication with Community, 9.5 – Complaints Handling, 9.8 – Parent conduct. 10.8 – Information Handling (Privacy and Confidentiality), 10.12 – Information Technology.*



Procedures

Definition

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

- Social networking sites: Facebook, LinkedIn;
- Video and photo sharing websites: YouTube, Flickr, Story Park, Notebook; and
- Blogging and micro blogging sites: Twitter.

Management Responsibilities

The privacy and confidentiality of families, children, management and employees of the service is of paramount importance therefore the Approved Provider will ensure guidelines are established to monitor all social media communications.

The Approved Provider will authorise the establishment of all service social media communication methods using the following guidelines for administration:

- A maximum of two administrators will be delegated to approve and monitor social media activity;
- Privacy settings will be defined to ensure delegated administrators approve any posts before being made public; and
- Inappropriate posts and comments will be deleted and dealt with in accordance with this policy and procedures.

Management will develop guidelines for educators regarding their participation with families currently connected with the education and care service on social media sites such as Facebook and Twitter (see Policy 8.14 – Staff Online Social Networking)

Information, photographs and/or videos related to educators, children or families will not be disclosed or published on the service social media site without written consent from that individual or their family.

Communication

The service will use social media to support rather than replace already established family communication methods.

The service social media site will be used as a tool for sharing information and program updates with service families and may include (but not be limited to) the following:

- General service notices and reminders;
- Promotion of upcoming service and/or community events;
- Seeking ideas and suggestions on service program and operations;
- Providing important links and information relating to children's health and wellbeing;
- Reaffirming details provided through other family communication sources such as newsletters, notices and flyers; and/or
- Photographs depicting daily events, environment and activities.

Through the Family Handbook, information will be provided with regard to expectations for family communication with the service which may include comments and posts through social media.

Permissions/Authorisations

In giving general consent, families authorise in writing, the sharing and publication of information, photos and/or images of their child, prior to being posted on any social media sites.

Educators and volunteers engaged with the service must authorise in writing, the sharing and publication of information, photos and/or images of themselves, prior to being posted on any social media sites.

Delegated administrators will have discretion to approve/deny access to the service's social media site.

Policy Breach

All grievances and/or complaints in relation to use of the service's social media will be dealt with as per the Complaints Handling Policy (see Policy 9.5).

Misuse of social media can have serious consequences for the Approved Provider, the service, its employees and families, therefore any party that posts negative or defamatory comments on the service's social media sites will be reported to the service administrators.

Continued posting of negative and/or defamatory comments will result in the offending party being blocked from the service's social media accounts.

The Nominated Supervisor/Coordinator is responsible for ensuring adherence to these social media guidelines. This includes undertaking appropriate investigation of any suspected or identified breach. In the event of serious misconduct, procedures as per the relevant service policy will be followed.

References

Department of Education, Training and Employment. (2013). *P&C's Social Media Guide*. Retrieved from P&C's Qld: <http://www.pandcsqld.com.au/documents/2013/11/pc-social-media-guide.pdf>

Date of Development	Date Ratified	Date of Review

10.27 Continuous Improvement Policy

The service acknowledges and recognises that continuous improvement is an important part of the National Quality Framework and takes a proactive approach to establishing effective processes and systems for evaluating and reviewing current practices and identifying area and practices for improvement.



Relevant Laws and other Provisions

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *'My Time, Our Place' Framework for School Age Care in Australia*
- *NQS Area: 1; 2; 3; 4; 5; 6; 7.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.10 – Employee Orientation and Induction, 9.6 – Parent and Community Participation, 10.1 – Quality compliance, 10.5 – Approval Requirements under Legislation, 10.10 – Managing Compliance within the Service.*



Procedures

Continuous improvement is an ongoing process. The Approved Provider and Nominated Supervisor will actively work towards developing a culture of self-assessment and continuous improvement in every aspect of service operations.

The Approved Provider and Nominated Supervisor shall be responsible for developing a continuous improvement process which will include regular reviews of the quality of current service and educator practices.

As part of the service's overall continuous improvement process, all standards and elements of the National Quality Standard will be reviewed on a regular basis in order to identify:

- Effectiveness of current practice in delivering quality outcomes for children, families and educators;
- Improvements to current practices, procedures and service routines;
- Changes to be implemented as a result of review.

All stakeholders (management, educators, families and children) will be encouraged to be involved in the service's continuous improvement process with ideas and suggestions for practice improvements welcomed.

To comply with regulatory requirements, the Approved Provider will ensure that a Quality Improvement Plan is prepared and maintained for the service that:

- Includes the assessment of the quality of practices of the service against the National Quality Standard and the National Regulations
- Identifies the areas considered that may require improvement; and
- Contains a statement of philosophy of the service.

The Approved Provider will ensure that the service's Quality Improvement Plan is reviewed and revised

- At least annually; and/or
- When directed by the Regulatory Authority

The Approved Provider will submit the service's current Quality Improvement Plan to the Regulatory on request.

Date of Development	Date Ratified	Date of Review
---------------------	---------------	----------------

--	--	--

10.28 Record Keeping and Retention Policy

The service acknowledges its duty to document and maintain appropriate employee, family and child records in line with regulatory requirements. This policy outlines the types of records kept by the service as well as the procedure for secure storage and/or archiving of such records.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Child Protection Act 1999 and Regulations 2000*
- *Privacy Act 1988 and Regulations 2013*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Children's Services Award (State) 2012*
- *Commonwealth Child Care Act 1972 (Child Care Benefit)*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Australian Government Child Care Services Handbook*
- *NQS Area: 1.1.4; 1.2.1, 1.2.2, 1.2.3; 2.1.1, 2.1.4, 2.3.2, 2.3.3; 4.1.1, 4.2.1, 5.2.1; 6.1.1, 6.1.3, 6.2.2, 6.3.1, 6.3.2; 7.1.2, 7.1.4, 7.2.1, 7.2.2, 7.2.3, 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.4 – Arrivals and Departures of children, 2.5 – Reporting of Child Abuse, 2.6 – Behaviour Support and Management, 2.13 - Use of Photographic and Video Images of Children, 3.1 – Educational Program Planning, 3.2 – Program and Documentation Evaluation, 3.5 – Excursions, 3.8 – Extra-curricular Activities, 3.10 – Observational Recording, 4.5 – Incident, Injury, Illness or Trauma, 4.6 – Medication, 4.10 – Anaphylaxis Management, 4.15 – Asthma, 4.17 – Children with Medical Conditions, 6.3 – Work Health and Safety, 7.2 – Drills and Evacuations, 7.3 – Harassment and Lockdowns, 8.3 – Recruitment and Employment of Educators, 8.4 – Educator Professional Development and Learning, 8.6 – employee and volunteer Grievance, 8.8 – Employee Performance Monitoring, Review and Management, 8.10 – Employee Orientation and Induction, 9.2 – Enrolment, 9.9 – Acceptance and Refusal of Authorisations, 10.1 – Quality Compliance, 10.5 – Approval Requirements under Legislation, 10.8 – Information Handling (Privacy and Confidentiality, 10.10 – Managing Compliance within the Service, 10.18 – Court Orders and the Release of Children in Care, 10.22 – Determining the Responsible Person, 10.23 – Provision of Information, 10.24 – Privacy Policy.*



Procedures

Records to be kept in relation to the service

In order to comply with regulatory requirements the service shall maintain current policies and procedures, particularly in relation to the following matters:

- Health and safety, including matters relating to:
 - Nutrition, food and beverages, dietary requirements;
 - Sun protection;
 - Water safety, including safety during any water-based activities; and
 - The administration of medication and first aid.
- Incident, injury, illness and trauma procedures;
- Dealing with infectious diseases;
- Dealing with medical conditions in children;
- Emergency and evacuation;
- Delivery of children to, and collection of children from the service;
- Excursions
- Providing a child safe environment including child protection;
- Staffing, including:
 - A code of conduct for staff members; and
 - Determining the responsible person present at the service; and
 - The participation of volunteers and students on practicum placement.
- Interactions with children;
- Enrolment and orientation;
- Governance and management of the service including confidentiality of records;
- The acceptance and refusal of authorisations;
- Dealing with complaints; and
- Payment of fees and provision of a statement of fees charged by the service.

The service shall keep a record of any compliance matters, including:

- Details of any amendment of the service approval including:
 - The reason stated by the Regulatory Authority for the amendment;
 - The date on which the amendment took, or takes, effect; and
 - The date (if any) that the amendment ceases to have effect;
- Details of any suspension of the service approval (other than a voluntary suspension), including:
 - The reason stated by the Regulatory Authority for the suspension;
 - The date on which the suspension took, or takes, effect; and
 - The date that the suspension ends.
- Details of any compliance direction or compliance notice issued to the Approved Provider in respect of the service, including:
 - The reason stated by the Regulatory Authority for issuing the direction or notice;
 - The steps specified in the direction or notice; and
 - The date by which the steps specified must be taken.

- The compliance records must not include any information that identifies any person other than the Approved Provider.

Records required to be kept in order to comply with requirements of the Child Care Management System (CCMS):

- Electronic Enrolment and Attendance Record Reports (or access to copies);
- Attendance records including absences;
- Copies of supporting documentation for Additional Absences for each child;
- Documents to support claims for Special Child Care Benefit and 24-hour care;
- Copies of receipts issued to people, who have paid child care fees;
- Enrolment forms;
- Approval to operate a child care service issued by the state and territory in which the service operates;
- Current service insurance records and policies; and
- Accounting records, including cashbooks and journals.

Records required to be kept by the service in relation to building and environmental safety include (but not limited to):

- Annual Occupiers' Statements;
- Certificate of Building Classification;
- Emergency and Evacuation instructions/plan for each building;
- Evacuation signs and diagrams for each evacuation route;
- Emergency evacuation/lockdown evaluation records;
- Personal Emergency Evacuation Plan (PEEP) for any individual who cannot use the normal evacuation procedures;
- Maintenance records for all fire safety equipment.

As per regulatory requirements, the service must ensure that, for the purposes of the educational program, records of evaluations of children's wellbeing, developmental needs, learning and participation in the program are maintained.

The service shall keep all records, in compliance with, and as prescribed under other relevant legislation, regulations, local government by-laws and national codes, and as mentioned in specific policies of the service.

Records to be kept in relation to educators

For the purposes of this policy, the term educators includes (but is not limited to) the Educational Leader, volunteers, vocational students and responsible persons. Staff records for all educators (including the Nominated Supervisor) will include:

- Full name, address and date of birth of the person;

- Evidence of any relevant qualifications held by the person; or if applicable, that the person is actively working towards that qualification;
- Evidence of any approved training (including first aid training) completed by the person; and
- Clear copy of positive notice for child related employment (Blue Card).

The staff record must include the name of the person designated as the Educational Leader.

The staff record must include the full name, address and date of birth of each student or volunteer who participates at the service. The service must also keep a record for each day on which the student or volunteer participates at the service, the date and the hours of participation.

The approved provider must keep a record of educators working directly with children that includes the following information:

- The name of each educator who works directly with children being educated and cared for by the service; and
- The hours that each educator works directly with children being educated and cared for by the service (rosters and timesheets).

The service will keep a record of the responsible persons who have been delegated, and with their written acceptance, to be placed in day to day charge of the service. The staff record will identify the name of the responsible person at the service for each time that children are being educated and cared for by the service.

The Approved Provider will maintain all employment records and other relevant employee documentation for educators including (but not limited to):

- Timesheets and/or wage books;
- Personal information including next of kin and medical information;
- Employee contracts, letters of employment, etc.; and
- Records of any work, health and safety incident or injury.

Records to be kept in relation to children and families

The service will ensure that an enrolment record is kept for each child that includes (as a minimum) the following information:

- The full name, gender, date of birth and address of the child;
- The name, address and contact details of:
 - Each known parent of the child;
 - Any person who is to be notified of an emergency involving the child and if any parent of the child cannot be immediately contacted;
 - Any person who has been given permission by a parent or family member to collect the child from the Service:
 - Any person who is authorised to consent to medical treatment of, or to authorise administration of medication to, the child;
 - Any person who is authorised to authorise an educator to take the child outside the service's approved area.

- Clear copies of any court orders, parenting orders or parenting plans relating to the child's residence; to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child; or the child's contact with a parent or other person.
- The language used in the child's home;
- The cultural background of the child and, if applicable, the child's parents;
- Any special considerations for the child, for example any cultural, religious or dietary requirements or additional needs;
- An authorisation, signed by a parent or a person named in the enrolment record as authorised to consent to the medical treatment of the child, for the service to seek:
 - Medical treatment for the child from a registered medical practitioner, hospital or ambulance service; and
 - Transportation of the child by an ambulance service.
- If relevant, an authorisation for the service to take the child on regular outings;
- The child's Medicare number and the name, address and telephone number of the child's registered medical practitioner or medical service;
- Details of any specific healthcare needs of the child, including:
 - Any medical condition;
 - Allergies, including whether the child has been diagnosed as at risk of anaphylaxis;
 - Any medical management plan, anaphylaxis medical management plan or risk minimisation plan to be followed with respect to a specific healthcare need, medical condition or allergy;
 - Details of any dietary restrictions for the child; and
 - The immunisation status of the child;

The service shall ensure that children's attendance records are kept and shall include:

- The full name of each child attending;
- The date and time each child arrives and departs; and
- A signature of one of the following persons at the time that the child arrives and departs:
 - The person who delivers the child to the education and care service premises or collects the child from the education and care service premises; or
 - The nominated supervisor or an educator.

The service will keep a medication record for all children enrolled at the service. The records will include:

- The name of the child;
- The authorisation to administer medication (including, if applicable, self-administration), signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication;
- The name of the medication to be administered;
- The time and date the medication was last administered;
- The time and date, or the circumstances under which, the medication should be next administered;
- The dosage of the medication to be administered;
- The manner in which the medication is to be administered.

If the medication is administered to the child, or the child self-administers their medication, the record must include:

- The dosage that was administered;
- The manner in which the medication was administered;
- The time and date the medication was administered;
- The name and signature of the person who administered the medication;
- The name and signature of the educator witness to the dosage and administration.

The service must ensure that an incident, injury, trauma and illness record is kept in accordance with regulatory requirements. The incident, injury, trauma and illness record must include:

- Details of any incident in relation to a child or injury received by a child or trauma to which a child has been subjected while in care, including:
 - The name and age of the child;
 - The circumstances leading to the incident, injury or trauma; and
 - The time and date the incident occurred, the injury was received or the child was subjected to the trauma.
- Details of any illness which becomes apparent while the child was in care including:
 - The name and age of the child;
 - The relevant circumstances surrounding the child becoming ill; and
 - The time and date of the apparent onset of the illness.
- Details of the action taken by the service in relation to any incident, injury, trauma or illness which a child has suffered while in care, including:
 - Any medication administered or first aid provided;
 - Any medical personnel contacted;
 - Details of any person who witnessed the incident, injury or trauma;
 - The name of any person the service notified or attempted to notify;
 - The time and date of the notifications or attempted notifications;
 - The name and signature of the person making an entry in the record, and the time and date that the entry was made;

The information above must be recorded as soon as practicable, but not later than 24 hours after the incident, injury or trauma, or the onset of the illness.

Length of time records must be kept

In order to comply with regulatory requirements, the Service will keep records for the following periods:

- If the record relates to an incident, illness, injury or trauma suffered by a child while being educated and cared for by the service, until the child is aged 25 years;
- If the record relates to an incident, illness, injury of trauma suffered by a child that may have occurred following an incident while being educated and cared for by the service, until the child is aged 25 years;
- If the record relates to the death of a child while being educated and cared for by the service or that may have occurred as a result of an incident while being educated and cared for, until the end of 7 years after the death;

- In the case of any other record relating to a child enrolled at the education and care service, until 3 years after the last date on which the child was educated and cared for by the service.
- If the record relates to the Approved Provider, until the end of 3 years after the last date on which the Approved Provider operated the education and care service;
- If the record relates to the Nominated Supervisor or staff member of an education and care service, until the end of 3 years after the last date on which the Nominated Supervisor or staff member provided education and care on behalf of the service; and
- In the case of any other record, 3 years after the date on which the record was made.

Confidentiality and storage of records

Documentation collected by our service will be stored in a safe and secure location for the relevant time periods as set out above and only made accessible to relevant and authorised individuals.

If the service is transferred to another Approved Provider under the law, documents relating to a child will not be transferred without the express consent of the child’s parents.

The service will ensure that information kept in a record is not divulged or communicated through direct or indirect means to another person other than:

- The extent necessary for the education and care or medical treatment of the child to whom the information relates;
- A parent of the child to whom the information relates, except in the case of information kept in a staff record;
- The Regulatory Authority or an authorised officer;
- As expressly authorised, permitted or required to be given by or under any Act or law; and
- With the written consent of the person who provided the information.

Date of Development	Date Ratified	Date of Review

10.29 Hardship and Administration of Special Child Care Benefit Policy

The service is committed to ensuring that Special Child Care Benefit (SCCB) is administered effectively and in accordance with relevant legislation. The procedures outlined in this policy describe the steps taken to ensure compliance with the service's obligations as an approved child care service for the purpose of administering SCCB.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Australian Government Child Care Service Handbook*
- *NQS Area 7*
- *Policies: 10.4 - Fees 10.30 - Conflict of Interest*



Procedures

The service shall maintain a current copy of the Australian Government Child Care Service Handbook on site.

Special Child Care Benefit

The service is authorised to administer Special Child Care Benefit (SCCB).

This shall be done in accordance with the legislated requirements requiring that families/parents complete the relevant application form and that the service representative (Coordinator, Director, Administrator) is able to approve in the first instance up to 13 weeks of SCCB for applicants who meet the described eligibility criteria.

In the case of a perceived or real conflict of interest for the service representative, advice will be sought from the Approved Provider in proceeding with the approval or rejection of the application.

Date of Development	Date Ratified	Date of Review

10.30 Conflict of Interest Policy

The service is committed to ensuring that business and operational decisions are not negatively impacted by either a perceived or real conflict of interest. In the interests of transparency, accountability and probity, the following guiding principles and procedures for identifying, declaring and dealing with conflicts of interest will be followed by the service's executive, employees and volunteers. For the purpose of this policy, conflict of interest also includes a potential conflict of interest.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *NQS Area 7*
- *Policies: 10.10 Managing Compliance within the Service, 10.11 – Management Code of Conduct*



Procedures

How does conflict of interest arise?

A conflict of interest occurs when the private interests of a service executive, employee or volunteer come into conflict with their duty to act in the best interests of the organisation. Conflicts of interest are particularly relevant where the executive, employee or volunteer has a decision-making role.

Conflicts of interest are not wrong in themselves and can happen without anyone being at fault. However, it is vital that they are disclosed and managed effectively to ensure that the service executive, employees and volunteers perform their duties in a fair and unbiased way.

Personal interests that can give rise to conflicts may be pecuniary, involving an actual or potential financial gain, or non-pecuniary without any financial element.

Identifying direct and indirect conflict of interest

A direct interest is a reasonable likelihood that the circumstances of the person (including a company) would be directly altered if a matter is decided in a particular way, including a reasonable likelihood that:

- The person will receive a direct financial benefit or loss; and
- The residential amenity of the person will be directly affected.

The five types of indirect interest include:

1. Close association;
2. Indirect financial interest;
3. Conflicting duty;
4. Receipt of an applicable gift; and
5. Becoming an interested party

Declaring and reporting conflict of interest

It is the responsibility of the executive, employee or volunteer to make a declaration of the conflict of interest as soon as this becomes known to the person. This declaration should be made to the relevant person in the organisation. All conflicts of interest should be reported to the Approved Provider.

Dealing with resolving conflict of interest

The main ways resolution can be achieved are:

- Restrict;
- Recruit;
- Remove; and/or
- Relinquish

Restricting the person with the conflict in the participation of decision making is an appropriate method where the conflict is not likely to arise frequently.

Recruiting an independent person to oversee all or part of the process is an appropriate method where the conflict is more significant and needs more practice management.

Removing the person with the conflict from the process is appropriate where there is ongoing serious conflict of interest and restriction or recruitment is not practical or feasible.

Relinquishing the private interest that gives rise to the conflict.

A record shall be made of the conflict of interest and how it was resolved.

Ongoing management of conflict of interest

The service will manage conflicts of interest by:

- Including information on processes for managing conflicts of interest in documents aimed at external stakeholders as relevant;
- Ensuring employees complete a statement of private interests (such as secondary employment and/or business dealings) on commencement, annually or at another appropriate time;
- Putting processes in place to ensure that statements of interest are updated at regular intervals; and
- Formally recording arrangements for addressing each conflict so that the agency can demonstrate how each conflict of interest was managed.

References

<http://www.icac.nsw.gov.au/preventing-corruption/knowning-your-risks/conflicts-of-interest/4897>

http://www.macquarielawyers.com.au/files/How_To_Identify_A_Conflict_Of_Interest.pdf

Date of Development	Date Ratified	Date of Review

10.31 Managing Non-compliance of Reportable Incidents Policy

The service recognises that strategies must be in place to ensure ongoing compliance with relevant legislation. This policy is designed to identify the various legislation and government authorities where compliance is required and clear strategies for ensuring the service actively monitors compliance aspects.



Relevant Laws and other Provisions

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Family and Child Commission Act 2014*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Australian Government Department of Education Children's Services Handbook*
- *Privacy Act 1988 and Regulations 2013*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *NQS Area 6.1.3; 7.1; 7.2.2, 7.2.3; 7.3.*
- *Policies: 8.2 – Educational Leader Policy, 10.1 – Quality Compliance Policy, 10.5 – Approval Requirements under Legislation Policy, 10.6 – Supervisor Certificate Policy, 10.7 – Insuring Risks Policy, 10.9 – Risk Management and Compliance Policy.*



Procedures

The service shall actively work towards compliance with:

- *Education and Care Services National Law, 2010 and Regulations 2011;*
- *National Quality Standard for Education and Care Services and School Age Care;*
- *Commonwealth Child Care Act 1972 (Child Care Benefit);*
- *Family and Child Commission Act 2014*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Work Health and Safety Legislation; and*
- *Child Protection Legislation.*

Compliance monitoring strategies shall be implemented including:

- Developing compliance checklists for use within the service on a regular basis such as, safety checklists;

- Updating the compliance checklists on a regular basis or as new information regarding changes to the implementation of regulations, legislation or standards becomes available;
- Seeking reputable organisations to conduct external audits and to provide reports regarding compliance issues to the service on a regular basis; and
- Acting on any relevant recommendations or notification to changes in compliance requirements immediately.

The service will keep a record of its compliance history and to make it accessible upon request. The history must include:

- Any amendments to Service Approval made by the Regulatory Authority;
- Details of any suspension of the service approval; and
- Details of any compliance direction or compliance notice issued to the Approved Provider in respect of the service.

Information shall be made accessible to families, volunteers and employees regarding the service policies and procedures in relevant handbooks, as well as having access to a full copy of the service policies and procedures at the service.

Information shall be dispersed to families, volunteers and employees through appropriate newsletters, flyers and other methods of communication.

Positive Notice Blue Card Compliance

All employees, volunteers and executive members of management must hold a current and valid Working with Children 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

10.32 Appropriate Governance Policy

The Approved Provider is responsible to ensure that appropriate governance arrangements are in place to guide service decision making ensuring effective oversight and management of the service.



Relevant Laws and other Provisions

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *The organisation or entity's constitution*
- *Policy 10.2 Role and Composition of Management Committee*

Specific provisions for P & C operated OSHC services:

- *Queensland Education (General Provisions) Act 2006*
- *Accounting Manual for Parents and Citizens' Associations*



Procedures

The Approved Provider will ensure decision making is consistent with the organisation's governance framework (conceptual structure and set of rules) as articulated in the organisation's constitution which outlines how the organisation is managed and controlled.

In the case of a P & C operated OSHC, the P & C as the Approved Provider will ensure that decision making is informed by and consistent with the requirements articulated in the relevant laws and provisions, including (but not limited to):

- Queensland Education (General Provisions) Act 2006
- Accounting Manual for Parents and Citizens' Associations
- P & C Qld - Support Guide for P & Cs
- P & C Qld - Quick Guide for P&C Executive Officers

References

<https://www.legislation.qld.gov.au/legisln/current/e/educgenpra06.pdf>

<http://education.qld.gov.au/finance/procedure/pandc/pdfs/pandc-whole.pdf>

<http://www.pandcsqld.com.au/>

Date of Development	Date Ratified	Date of Review
---------------------	---------------	----------------

--	--	--

Appendix: A

Schedule

Checklist: National Quality Standard elements reflected in Policies and Procedures

This checklist is designed to assist users of this Manual to align their policies and procedures to the 7 Quality Areas of the National Quality Standards (NQS).

In Chapter 5 you will find sample policies and procedures that will help you comply with the specific requirements of NQS. For an explanation of the National Quality Standard, refer back to Chapter 3 of the Manual.

Once you develop your own 'Policies and Procedures Manual' for your service, drawing on the samples given in Chapter 5 where appropriate, you can then use this Schedule to help create your own checklist.

Always remember that this Manual assumes compliance with meeting the National Regulations and the National Quality Standard (see Chapter 3 for an explanation of this system). If your service chooses to implement practice that exceeds the NQS your policies will reflect procedures and practice that extends on meeting the NQS.

Note: This checklist is prepared based on the Guide to the National Quality Standard, available as at the date of publication.

You should check at <http://www.acecqa.gov.au> for up to-date resources as they apply to the National Quality Standard.

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 3.2:	Program and Documentation Evaluation
Policy 1.2:	Goals	Policy 3.3:	Educator's Practices
Policy 2.1:	Respect for Children	Policy 3.4:	Homework
Policy 2.9:	Inclusion and Anti-Bias	Policy 3.5:	Excursions
Policy 2.11:	Including Children with Special/Additional Needs	Policy 3.7:	Physical Activity
Policy 2.17	Children Accessing the Internet	Policy 3.9:	Creativity and Expressive Arts
Policy 2.19	Children's Media Viewing	Policy 3.10:	Observational Recording
Policy 2.24	Children's Participation and Decision Making	Policy 8.2:	Educational Leader
Policy 2.25	Statement of Intent for Children's Play	Policy 8.10:	Employee Orientation and Induction
Policy 3.1:	Educational Program Planning	Policy 10.12:	Information Technology
		Policy 10.27	Continuous Improvement

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 2.19	Children's Media Viewing	Policy 3.10:	Observational Recording
Policy 2.21	Children's Transition to OSHC	Policy 3.14:	Valuing Diversity, Culture and Reconciliation
Policy 2.24	Children's Participation and Decision Making	Policy 3.15:	Cooking with Children
Policy 2.25	Statement of Intent for Children's Play	Policy 5.2:	Food and Nutrition
Policy 3.1:	Educational Program Planning	Policy 5.6:	Menu Development
Policy 3.2:	Program and Documentation Evaluation	Policy 8.2:	Educational Leader
		Policy 10.27	Continuous Improvement

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 3.15:	Cooking with Children
Policy 2.19	Children's Media Viewing	Policy 4.8:	Sun Safety
Policy 2.21	Children's Transition to OSHC	Policy 5.2:	Food and Nutrition
Policy 3.1:	Educational Program Planning	Policy 5.5:	Cleaning and Sanitising
Policy 3.2:	Program and Documentation Evaluation	Policy 5.6:	Menu Development
Policy 3.3:	Educators Practice	Policy 8.2:	Educational Leader
Policy 3.4:	Homework	Policy 8.10:	Employee Orientation and Induction
		Policy 10.27	Continuous Improvement

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)
		Policy 10.27	Continuous Improvement
		Policy 10.28:	Record Keeping and Retention

1.1.5 Every child is supported to participate in the program

Policy 1.1:	Philosophy Statement	Policy 2.8:	Anti-Bullying
Policy 1.2:	Goals	Policy 2.9:	Inclusion and Anti-Bias
Policy 2.1:	Respect for Children	Policy 2.11:	Including Children with Special/Additional Needs
Policy 2.3:	Educator Ratios	Policy 2.15	Children's Property and Belongings
Policy 2.6:	Behaviour Support and Management	Policy 2.18	Cyber-bullying

Policy 2.19	Children's Media Viewing	Policy 3.15:	Cooking with Children
Policy 2.20	Supervision of Children	Policy 4.9:	Children's Toileting
Policy 2.21	Children's Transition to OSHC	Policy 4.10:	Anaphylaxis Management
Policy 2.23	Interactions with Children	Policy 4.15:	Asthma
Policy 2.24	Children's Participation and Decision Making	Policy 4.17	Children with Medical Conditions
Policy 2.25	Statement of Intent for Children's Play	Policy 4.19	Childhood Immunisation
Policy 3.1:	Educational Program Planning	Policy 5.2:	Food and Nutrition
Policy 3.2:	Program and Documentation Evaluation	Policy 5.6:	Menu Development
Policy 3.3:	Educators Practice	Policy 6.2:	Provision of Resources and Equipment
Policy 3.4:	Homework	Policy 8.1:	Role and Expectations of Educators
Policy 3.5:	Excursions	Policy 8.2:	Educational Leader
Policy 3.6:	Transport for Excursions	Policy 8.10:	Employee Orientation and Induction
Policy 3.7:	Physical Activity	Policy 8.15:	Children of Employees
Policy 3.8:	Extra - Curricular Activities	Policy 9.1:	Access
Policy 3.9:	Creativity and Expressive Arts	Policy 9.2:	Enrolment
Policy 3.10:	Observational Recording	Policy 9.3:	Communication with Families
Policy 3.14:	Valuing Diversity, Culture and Reconciliation	Policy 10.12:	Information Technology
		Policy 10.27	Continuous Improvement

1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and to influence events in their world

Policy 1.1:	Philosophy Statement	Policy 2.24	Children's Participation and Decision Making
Policy 1.2:	Goals	Policy 2.25	Statement of Intent for Children's Play
Policy 2.1:	Respect for Children	Policy 3.1:	Educational Program Planning
Policy 2.6:	Behaviour Support and Management	Policy 3.2:	Program and Documentation Evaluation
Policy 2.8:	Anti-Bullying	Policy 3.3:	Educators Practice
Policy 2.9:	Inclusion and Anti-Bias	Policy 3.4:	Homework
Policy 2.11:	Including Children with Special/Additional Needs	Policy 3.5:	Excursions
Policy 2.15	Children's Property and Belongings	Policy 3.7:	Physical Activity
Policy 2.17	Children Accessing the Internet	Policy 8.1:	Role and Expectations of Educators
Policy 2.18	Cyber-bullying	Policy 8.2:	Educational Leader
Policy 2.19	Children's Media Viewing	Policy 8.10:	Employee Orientation and Induction
Policy 2.20	Supervision of Children	Policy 10.27	Continuous Improvement
Policy 2.21	Children's Transition to OSHC		

1.2 Educators and coordinators are focused, active and reflective in designing and delivering the program for each child

1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documentation and evaluation

Policy 1.1:	Philosophy Statement	Policy 3.5:	Excursions
Policy 1.2:	Goals	Policy 3.7:	Physical Activity
Policy 2.1:	Respect for Children	Policy 3.9:	Creativity and Expressive Arts
Policy 2.11:	Including Children with Special/Additional Needs	Policy 3.10:	Observational Recording
Policy 2.15:	Children's Property and Belongings	Policy 8.1:	Role and Expectations of Educators
Policy 3.1:	Educational Program Planning	Policy 8.2:	Educational Leader
Policy 3.2:	Program and Documentation Evaluation	Policy 8.10:	Employee Orientation and Induction
Policy 3.3:	Educator's Practices	Policy 10.27:	Continuous Improvement
		Policy 10.28:	Record Keeping and Retention

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 3.9:	Creativity and Expressive Arts
Policy 1.2:	Goals	Policy 3.10:	Observational Recording
Policy 2.1:	Respect for Children	Policy 3.15:	Cooking with Children
Policy 2.11:	Including Children with Special/Additional Needs	Policy 5.2:	Food and Nutrition
Policy 2.24:	Children's Participation and Decision Making	Policy 5.6:	Menu Development
Policy 2.25:	Statement of Intent for Children's Play	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 3.5:	Excursions	Policy 10.12:	Information Technology
Policy 3.7:	Physical Activity	Policy 10.27:	Continuous Improvement
Policy 3.8:	Extra Curricula Activities	10.28:	Record Keeping and Retention

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 10.27:	Continuous Improvement
Policy 3.5:	Excursions	Policy 10.28:	Record Keeping and Retention

Quality Area

2 :

Children's Health and Safety

2.1 Each child's health is promoted

2.1.1 Each child's health is promoted

Policy 1.1:	Philosophy Statement	Policy 3.7:	Physical Activity
Policy 1.2:	Goals	Policy 3.15:	Cooking with Children
Policy 2.1:	Respect for Children	Policy 4.1:	General Health and Safety
Policy 2.3:	Educator Ratios	Policy 4.5:	Illness and Injury
Policy 2.6:	Behaviour Support and Management	Policy 4.6:	Medication
Policy 2.7:	Exclusions for Behavioural Reasons	Policy 4.8:	Sun Safety
Policy 2.8:	Anti-Bullying	Policy 4.9:	Toileting
Policy 2.11:	Including Children with Special/Additional Needs	Policy 4.10:	Anaphylaxis Management
Policy 2.21:	Children's Transition to OSHC	Policy 4.11:	Emergency Health and Medical Procedure Management
Policy 3.2:	Program and Documentation Evaluation	Policy 4.12:	Non Smoking
Policy 3.3:	Educator's Practices	Policy 4.13:	First Aid Waste Management
Policy 3.5:	Excursions	Policy 4.14:	Infectious Diseases Response Strategy
		Policy 4.15:	Asthma

Policy 4.17	Children with Medical Conditions	Policy 8.10:	Employee Orientation and Induction
Policy 4.18	First Aid Policy	Policy 8.16:	Employee Immunisation
Policy 4.19	Childhood Immunisation	Policy 9.2:	Enrolment
Policy 5.1:	Food Handling and Storage	Policy 9.3:	Communication with Families
Policy 5.2:	Food and Nutrition	Policy 10.8:	Information Handling (Privacy and Confidentiality)
Policy 5.6:	Menu Development	Policy 10.27	Continuous Improvement
Policy 8.1:	Role and Expectations of Educators	Policy 10.28:	Record Keeping and Retention

2.1.2 Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation

Policy 1.1:	Philosophy Statement	Policy 4.5:	Illness and Injury
Policy 1.2:	Goals	Policy 4.17	Children with Medical Conditions
Policy 2.1:	Respect for Children	Policy 6.1:	Space and Facilities Requirement
Policy 2.11:	Including Children with Special/Additional Needs	Policy 6.5:	Use and Maintenance of Air Conditioning
Policy 3.1:	Educational Program Planning	Policy 8.1:	Role and Expectations of Educators
Policy 3.2:	Program and Documentation Evaluation	Policy 8.10:	Employee Orientation and Induction
Policy 3.3:	Educator's Practices	Policy 10.27	Continuous Improvement
Policy 3.5:	Excursions		
Policy 4.4:	Preventative Health and Wellbeing		

2.1.3 Effective hygiene practices are promoted and implemented

Policy 1.1:	Philosophy Statement	Policy 4.4:	Preventative Health and Wellbeing
Policy 1.2:	Goals	Policy 4.7:	Keeping of Animals
Policy 3.1:	Educational Program Planning	Policy 4.7.1	Chicken Coop Cleaning and Maintenance
Policy 3.2:	Program and Documentation Evaluation	Policy 4.9:	Toileting
Policy 3.3:	Educator's Practice	Policy 4.13:	First Aid Waste Management
Policy 3.15:	Cooking with Children	Policy 4.14:	Infectious Diseases Response Strategy
Policy 4.1:	General Health and Safety	Policy 4.17	Children with Medical Conditions
Policy 4.2:	Infectious Diseases	Policy 4.18	First Aid Policy
Policy 4.3:	Hygiene		

Policy 4.19	Childhood Immunisation	Policy 5.5:	Cleaning and Sanitising
Policy 5.1:	Food Handling and Storage	Policy 8.1:	Role and Expectations of Educators
Policy 5.2:	Food and Nutrition	Policy 8.10:	Employee Orientation and Induction
Policy 5.3:	Food Act Compliance	Policy 10.27	Continuous Improvement
Policy 5.4:	Food Audit		

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 4.14:	Infectious Diseases Response Strategy
Policy 1.2:	Goals	Policy 4.15:	Asthma
Policy 4.7.1	Chicken Coop Cleaning and Maintenance	Policy 4.17	Children with Medical Conditions
Policy 3.3:	Educator's Practice	Policy 4.18	First Aid Policy
Policy 4.1:	General Health and Safety	Policy 4.19	Childhood Immunisation
Policy 4.2:	Infectious Diseases	Policy 5.1:	Food Handling and Storage
Policy 4.3:	Hygiene	Policy 5.2:	Food and Nutrition
Policy 4.4:	Preventative Health and Wellbeing	Policy 5.5:	Cleaning and Sanitising
Policy 4.5:	Illness and Injury	Policy 8.1:	Role and Expectations of Educators
Policy 4.6:	Medication	Policy 8.10:	Employee Orientation and Induction
Policy 4.7:	Keeping of Animals	Policy 8.16:	Employee Immunisation
Policy 4.10:	Anaphylaxis Management	Policy 9.3:	Communication with Families
Policy 4.11:	Emergency Health and Medical Procedure Management	Policy 10.9:	Risk Management and Compliance
Policy 4.13:	First Aid Waste Management	Policy 10.27	Continuous Improvement
		Policy 10.28:	Record Keeping and Retention

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 3.1:	Educational Program Planning
Policy 1.2:	Goals	Policy 3.2:	Program and Documentation Evaluation
Policy 2.11:	Including Children with Special/Additional Needs	Policy 3.3:	Educator's Practices

Policy 3.15:	Cooking with Children	Policy 8.1:	Role and Expectations of Educators
Policy 4.1:	General Health and Safety	Policy 8.10:	Employee Orientation and Induction
Policy 4.3:	Hygiene	Policy 9.2:	Enrolment
Policy 4.10:	Anaphylaxis Management	Policy 9.3:	Communication with Families
Policy 4.17:	Children with Medical Conditions	Policy 10.13:	Purchasing
Policy 5.1:	Food Handling and Storage	Policy 10.27:	Continuous Improvement
Policy 5.2:	Food and Nutrition		
Policy 5.3:	Food Act Compliance		
Policy 5.4:	Food Audit		
Policy 5.6:	Menu Development		

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 2.25:	Statement of Intent for Children's Play	Policy 8.10:	Employee Orientation and Induction
Policy 3.1:	Educational Program Planning	Policy 9.3:	Communication with Families
Policy 3.2:	Program and Documentation Evaluation	Policy 9.6:	Parent and Community Participation
Policy 3.3:	Educator's Practice	Policy 10.9:	Risk Management and Compliance
Policy 3.7:	Physical Activity	Policy 10.27:	Continuous Improvement
Policy 3.10:	Observation Recording		

2.3 Each child is protected

2.3.1 Children are adequately supervised at all times

Policy 1.1:	Philosophy Statement	and the Protection of Children from Harm
Policy 1.2:	Goals	
Policy 2.2:	Statement of Commitment to the Safety and Wellbeing of Children	Policy 2.3: Staffing Ratios
		Policy 2.4: Arrivals and Departures of Children

Policy 2.6:	Behaviour Support and Management	Policy 3.13:	Water Safety
Policy 2.8:	Anti-Bullying	Policy 3.15:	Cooking with Children
Policy 2.11:	Including Children with Special/Additional Needs	Policy 4.1:	General Health and Safety
Policy 2.16:	Promoting Protective Behaviours	Policy 4.7:	Keeping of Animals
Policy 2.17:	Children Accessing the Internet	Policy 4.9:	Toileting
Policy 2.18:	Cyber-bullying	Policy 4.16:	Vehicle Restraint
Policy 2.19:	Children's Media Viewing	Policy 5.2:	Food and Nutrition
Policy 2.20:	Supervision of Children	Policy 5.6:	Menu Development
Policy 2.25:	Statement of Intent for Children's Play	Policy 6.4:	Shared Facilities
Policy 3.2:	Program and Documentation Evaluation	Policy 7.1:	Emergency Equipment and Facilities
Policy 3.3:	Educator's Practices	Policy 7.2:	Drills and Evacuations
Policy 3.4:	Homework	Policy 7.3:	Harassment and Lock Down
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 3.7:	Physical Activity	Policy 9.10:	Visitor Policy
Policy 3.8:	Extra Curricula Activities	Policy 10.9:	Risk Management and Compliance
Policy 3.9:	Creativity and Expressive Arts	Policy 10.27:	Continuous Improvement
Policy 3.11:	Escorting Children		

2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury

Policy 1.1:	Philosophy Statement	Policy 2.11:	Including Children with Special/Additional Needs
Policy 1.2:	Goals	Policy 2.12:	Managing duty of Care for Non-attending Children
Policy 2.2:	Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm	Policy 2.15:	Children's Property and Belongings
Policy 2.3:	Staffing Ratios	Policy 2.16:	Promoting Protective Behaviours
Policy 2.4:	Arrivals and Departures of Children	Policy 2.17:	Children Accessing the Internet
Policy 2.5:	Reporting of Child Abuse	Policy 2.18:	Cyber-bullying
Policy 2.6:	Behaviour Support and Management	Policy 2.19:	Children's Media Viewing
Policy 2.7:	Exclusions for Behavioural Reasons	Policy 2.20:	Supervision of Children
Policy 2.8:	Anti-Bullying	Policy 2.22:	Departures of Children with Self-Care Arrangements
		Policy 3.3:	Educator's Practices

Policy 3.5:	Excursions	Policy 6.3:	Workplace Health and Safety
Policy 3.6:	Transport for Excursions	Policy 6.4:	Shared Facilities
Policy 3.7:	Physical Activity	Policy 6.6:	Management of Poisonous Plants and Fungi
Policy 3.9:	Creativity and Expressive Arts	Policy 7.1:	Emergency Equipment and Facilities
Policy 3.11:	Escorting Children	Policy 7.2:	Drills and Evacuations
Policy 3.13:	Water Safety	Policy 7.3:	Harassment and Lock Down
Policy 3.15:	Cooking with Children	Policy 7.4:	Fire Safety Compliance
Policy 4.1:	General Health and Safety	Policy 8.1:	Role and Expectations of Educators
Policy 4.7:	Keeping of Animals	Policy 8.10:	Employee Orientation and Induction
Policy 4.7.1:	Chicken Coop Cleaning and Maintenance	Policy 9.7:	Management of Intoxicated or Persons Under the Influence
Policy 4.8:	Sun Safety	Policy 9.10:	Visitor Policy
Policy 4.9:	Toileting	Policy 10.7:	Insuring Risks
Policy 4.10:	Anaphylaxis Management	Policy 10.9:	Risk Management and Compliance
Policy 4.15:	Asthma	Policy 10.18:	Court Orders and the Release of Children in Care
Policy 4.16:	Vehicle Restraint	Policy 10.27:	Continuous Improvement
Policy 4.19:	Childhood Immunisation	Policy 10.28:	Record Keeping and Retention
Policy 5.1:	Food Handling and Storage		
Policy 5.2:	Food and Nutrition		
Policy 6.2:	Provision of Resources and Equipment		

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 4.1:	General Health and Safety
Policy 1.2:	Goals	Policy 4.5:	Illness and Injury
Policy 2.2:	Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm	Policy 4.6:	Medication
Policy 2.3:	Staffing Ratios	Policy 4.10:	Anaphylaxis Management
Policy 2.6:	Behaviour Support and Management	Policy 4.11:	Emergency Health and Medical Procedure Management
Policy 2.12:	Managing Duty of Care for Non-Attending Children	Policy 4.15:	Asthma
Policy 2.20:	Supervision of Children	Policy 5.6:	Menu Development
Policy 3.3:	Educator's Practices	Policy 6.3:	Workplace Health and Safety
Policy 3.5:	Excursions	Policy 7.1:	Emergency Equipment and Facilities
Policy 3.6:	Transport for Excursions	Policy 7.2:	Drills and Evacuations
		Policy 7.3:	Harassment and Lock Down
		Policy 8.1:	Role and Expectations of Educators

Policy 8.10:	Employee Orientation and Induction	Policy 10.9:	Risk Management and Compliance
Policy 9.6:	Parent and Community Participation	Policy 10.27	Continuous Improvement
Policy 9.10	Visitor Policy	Policy 10.28:	Record Keeping and Retention
Policy 10.8:	Information Handling (Privacy and Confidentiality)		

2.3.4 Educators, coordinators 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 2.18:	Cyber-bullying
Policy 1.2:	Goals	Policy 2.20:	Supervision of Children
Policy 2.1:	Respect for Children	Policy 3.3:	Educator's Practices
Policy 2.2:	Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm	Policy 3.10:	Observational Recording
Policy 2.5:	Reporting of Child Abuse	Policy 8.1:	Role and Expectations of Educators
Policy 2.6:	Behaviour Support and Management	Policy 8.4:	Educator Professional Development and Learning
Policy 2.8:	Anti-Bullying	Policy 8.10:	Employee Orientation and Induction
Policy 2.10:	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 9.2:	Enrolment
Policy 2.15:	Children's Property and Belongings	Policy 9.10	Visitor Policy
Policy 2.16:	Promoting Protective Behaviours	Policy 10.8:	Information Handling (Privacy and Confidentiality)
Policy 2.17:	Children Accessing the Internet	Policy 10.9:	Risk Management and Compliance
		Policy 10.27	Continuous Improvement

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 4.8:	Sun Safety
Policy 1.2:	Goals	Policy 4.17:	Children with Medical Conditions
Policy 2.25:	Statement of Intent for Children's Play	Policy 6.1:	Space and Facilities Requirement
Policy 3.1:	Educational Program Planning	Policy 6.2:	Provision of resources and Equipment
Policy 3.2:	Program and Documentation Evaluation	Policy 6.3:	Workplace Health and Safety
Policy 3.3:	Educator's Practices	Policy 8.1:	Role and Expectations of Educators
Policy 3.4:	Homework	Policy 8.10:	Employee Orientation and Induction
Policy 3.7:	Physical Activity	Policy 10.13:	Purchasing
Policy 3.9:	Creativity and Expressive Arts	Policy 10.15:	Asset Management
Policy 3.12:	Sustainability Practices	Policy 10.17:	Strategic Planning
Policy 3.15:	Cooking with Children	Policy 10.20:	Environmental Management
Policy 4.1:	General Health and Safety	Policy 10.27:	Continuous Improvement
Policy 4.7:	Keeping of Animals		

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 3.12:	Sustainability Practices	Policy 5.5:	Cleaning and sanitizing
Policy 3.2:	Program and Documentation Evaluation	Policy 6.3:	Workplace Health and Safety
Policy 3.3:	Educator's Practices	Policy 6.5:	Use and maintenance of air conditioning
Policy 3.7:	Physical Activity	Policy 7.1:	Emergency Equipment and Facilities
Policy 3.9:	Creativity and Expressive Arts	Policy 8.1:	Role and Expectations of Educators
Policy 4.1:	General Health and Safety	Policy 8.10:	Employee Orientation and Induction
Policy 4.4:	Preventative Health and Wellbeing	Policy 10.15:	Asset Management
Policy 4.12:	Non Smoking	Policy 10.20:	Environmental Management
Policy 4.7.1:	Chicken Coop Cleaning and Maintenance	Policy 10.27:	Continuous Improvement
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 3.9:	Creativity and Expressive Arts
Policy 1.2:	Goals	Policy 3.12:	Sustainability Practices
Policy 2.3:	Educator to Child Ratios	Policy 3.15:	Cooking with Children
Policy 2.9:	Inclusion and Anti-Bias	Policy 6.1:	Space and Facilities Requirement
Policy 2.11:	Including Children with Special/Additional Needs	Policy 6.2:	Provision of Resources and Equipment
Policy 2.21	Children's Transition to OSHC	Policy 6.4:	Shared Facilities
Policy 2.25	Statement of Intent for Children's Play	Policy 8.1:	Role and Expectations of Educators
Policy 3.1:	Educational Program Planning	Policy 8.2:	Educational Leader
Policy 3.2:	Program and Documentation Evaluation	Policy 8.10:	Employee Orientation and Induction
Policy 3.3:	Educator's Practices	Policy 9.1:	Access
Policy 3.4:	Homework	Policy 10.20:	Environmental Management
Policy 3.7:	Physical Activity	Policy 10.27	Continuous Improvement

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 3.2:	Program and Documentation Evaluation
Policy 1.2:	Goals	Policy 3.3:	Educator's Practices
Policy 2.3:	Educator to Child Ratios	Policy 3.7:	Physical Activity
Policy 2.9:	Inclusion and Anti-Bias	Policy 3.9:	Creativity and Expressive Arts
Policy 2.11:	Including Children with Special/Additional Needs	Policy 3.10:	Observational Recording
Policy 2.21	Children's Transition to OSHC	Policy 4.1:	General Health and Safety
Policy 2.25	Statement of Intent for Children's Play	Policy 4.17	Children with Medical Conditions
Policy 3.1:	Educational Program Planning	Policy 6.1:	Space and Facilities Requirement
Policy 3.12:	Sustainability Practices	Policy 6.2:	Provision of Resources and Equipment
		Policy 6.3:	Workplace Health and Safety

Policy 6.4:	Shared Facilities	Policy 8.10:	Employee Orientation and Induction
Policy 8.1:	Role and Expectations of Educators	Policy 10.20:	Environmental Management
Policy 8.2:	Educational Leader	Policy 10.27	Continuous Improvement

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 3.15:	Cooking with Children
Policy 1.2:	Goals	Policy 6.2:	Provision of Resources and Equipment
Policy 2.11:	Including Children with Special/Additional Needs	Policy 8.1:	Role and Expectations of Educators
Policy 2.17	Children Accessing the Internet	Policy 8.2:	Educational Leader
Policy 2.25	Statement of Intent for Children's Play	Policy 8.10:	Employee Orientation and Induction
Policy 3.1:	Educational Program Planning	Policy 10.3:	Budgeting and Planning
Policy 3.2:	Program and Documentation Evaluation	Policy 10.12:	Information Technology
Policy 3.3:	Educator's Practices	Policy 10.13:	Purchasing
Policy 3.7:	Physical Activity	Policy 10.15:	Asset Management
Policy 3.9:	Creativity and Expressive Arts	Policy 10.17:	Strategic Planning
Policy 3.10:	Observational Recording	Policy 10.20:	Environmental Management
Policy 3.12:	Sustainability Practices	Policy 10.27	Continuous Improvement

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 3.9:	Creativity and Expressive Arts
Policy 1.2:	Goals	Policy 3.10:	Observational Recording
Policy 2.24	Children's Participation and Decision Making	Policy 3.12	Sustainability Practices
Policy 3.1:	Educational Program Planning	Policy 5.1:	Food Handling and Storage
Policy 3.12:	Sustainability Practices	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 10.20:	Environmental Management
Policy 8.10:	Employee Orientation and Induction	Policy 10.27:	Continuous Improvement

3.3.2 Children are supported to become environmentally responsible and show respect for the environment

Policy 1.1:	Philosophy Statement	Policy 6.2:	Provision of Resources and Equipment
Policy 1.2:	Goals	Policy 8.1:	Role and Expectations of Educators
Policy 2.3:	Educator to Child Ratios	Policy 8.2:	Educational Leader
Policy 2.24:	Children’s Participation and Decision Making	Policy 8.10:	Employee Orientation and Induction
Policy 3.1:	Educational Program Planning	Policy 10.17:	Strategic Planning
Policy 3.12:	Sustainability Practices	Policy 10.20:	Environmental Management
Policy 3.2:	Program and Documentation Evaluation	Policy 10.27:	Continuous Improvement
Policy 3.3:	Educators Practice		
Policy 3.9:	Creativity and Expressive Arts		

Quality Area

Staffing Arrangements

4:

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 2.14:	Booking and Cancellation
Policy 1.2:	Goals	Policy 2.20:	Supervision of Children
Policy 2.3:	Educator to Child Ratios	Policy 2.25:	Statement of Intent for Children’s Play
Policy 2.4:	Arrivals and departures of Children	Policy 3.1:	Educational Program Planning
Policy 2.6:	Behaviour Support and Management	Policy 3.3:	Educator’s Practices
Policy 2.11:	Including Children with Special/Additional Needs	Policy 3.4:	Homework
Policy 2.12:	Managing Duty of Care - Non-Attending Children	Policy 3.5:	Excursions
		Policy 3.6:	Transport for excursions

Policy 3.7:	Physical Activity	Policy 8.11:	Employee Leave
Policy 3.8:	Extra Curricular Activities	Policy 8.12:	Employee Qualifications – Monitoring Progress
Policy 3.9:	Creativity and Expressive Arts	Policy 8.13:	Employee Health
Policy 3.11:	Escorting Children	Policy 8.18	Employee Retention Policy
Policy 3.13:	Water Safety	Policy 8.20	Workplace Sexual Harassment
Policy 3.15:	Cooking with Children	Policy 8.23:	Equal Opportunity and Anti-discrimination
Policy 4.1:	General Health and Safety	Policy 9.2:	Enrolment
Policy 4.9:	Toileting	Policy 9.3:	Communication with Families
Policy 4.17	Children with Medical Conditions	Policy 9.10:	Visitor Policy
Policy 8.1:	Role and Expectations of Educators	Policy 9.11:	Enrolment Management
Policy 8.3:	Recruitment and Employment of Educators	Policy 10.1:	Quality Compliance
Policy 8.4:	Educator Professional Development and Learning	Policy 10.9:	Risk Management and Compliance
Policy 8.5:	Volunteers	Policy 10.27:	Continuous Improvement
Policy 8.10:	Educator Orientation and Induction	Policy 10.28:	Record Keeping and Retention

4.2 Educators, coordinators and staff members are respectful and ethical

4.2.1 Professional standards guide practice, interactions and relationships

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 2.1:	Respect for Children	Policy 2.16	Promoting Protective Behaviours
Policy 2.2	Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm	Policy 2.17	Children Accessing the Internet
Policy 2.3:	Educator Ratios	Policy 2.18	Cyber-bullying
Policy 2.4:	Arrivals and Departures of Children	Policy 2.19	Children's Media Viewing
Policy 2.5:	Reporting of Child Abuse	Policy 2.20	Supervision of Children
Policy 2.6:	Behaviour Support and Management	Policy 2.23	Interactions with Children
Policy 2.7:	Exclusion for Behavioural Reasons	Policy 2.25	Statement of Intent for Children's Play
Policy 2.8:	Anti-Bullying	Policy 3.2:	Program and Documentation Evaluation
Policy 2.9:	Inclusion/Anti-Bias	Policy 3.3:	Educator's Practices
Policy 2.10:	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 3.9:	Creativity and Expressive Arts
		Policy 3.10:	Observational Recording

Policy 3.15:	Cooking with Children	Policy 8.15:	Children of Employees
Policy 4.2:	Infectious Diseases	Policy 8.16:	Employee Immunisation
Policy 4.3:	Hygiene	Policy 8.18:	Employee Retention Policy
Policy 4.4:	Preventative Health and Wellbeing	Policy 8.19:	Employee Counselling and Disciplinary Procedures
Policy 4.6:	Medication	Policy 8.20:	Workplace Sexual Harassment
Policy 4.8:	Sun Safety	Policy 8.21:	Educator Uniform and Personal Presentation
Policy 4.9:	Children's Toileting	Policy 8.22:	Educator Interactions with Families – Professional Boundaries Policy
Policy 4.10:	Anaphylaxis Management	Policy 8.23:	Equal Opportunity and Anti-discrimination
Policy 4.11:	Emergency Health and Medical Procedure Management	Policy 8.25:	Employee Remuneration and Entitlements
Policy 4.13:	First Aid Waste Management	Policy 8.26:	Higher Duties
Policy 4.15:	Asthma	Policy 8.27:	Employee Assistance Program
Policy 4.17:	Children with Medical Conditions	Policy 9.1:	Access
Policy 4.18:	First Aid Policy	Policy 9.2:	Enrolment
Policy 4.19:	Childhood Immunisation	Policy 9.3:	Communication with Families
Policy 5.1:	Food Handling and Storage	Policy 9.5:	Complaints Handling
Policy 5.2:	Food and Nutrition	Policy 9.6:	Parent and Community Participation
Policy 5.5:	Cleaning and Sanitising	Policy 9.7:	Management of Intoxicated or Persons Under the Influence
Policy 6.3:	Workplace Health and Safety	Policy 10.6:	Supervisor Certificate
Policy 7.2:	Drills and Evacuations	Policy 10.7:	Insuring Risks
Policy 7.3:	Harassment and Lock Down	Policy 10.8:	Information Handling (Privacy and Confidentiality)
Policy 8.1:	Role and Expectations of Educators	Policy 10.9:	Risk Management and Compliance
Policy 8.2:	Educational Leader	Policy 10.12:	Information Technology
Policy 8.3:	Recruitment and Employment of Educators	Policy 10.18:	Court Orders and the Release of Children in Care
Policy 8.4:	Educator Professional Development and Learning	Policy 10.26:	OSHC Service Social Media Guidelines
Policy 8.5:	Volunteers	Policy 10.27:	Continuous Improvement
Policy 8.6:	Employee and Volunteer Grievance	Policy 10.28:	Record Keeping and Retention
Policy 8.7:	Workplace Harassment and Bullying		
Policy 8.8:	Performance Monitoring, Review and Management		
Policy 8.9:	Educator code of conduct		
Policy 8.10:	Educator Orientation and Induction		

4.2.2 Educators, coordinators 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 8.9:	Employee Code of Conduct
Policy 1.2:	Goals	Policy 8.8:	Performance Monitoring, Review and Management
Policy 2.9:	Inclusion and Anti-Bias	Policy 8.10:	Employee Orientation and Induction
Policy 3.2:	Program and Documentation Evaluation	Policy 8.18	Employee Retention Policy
Policy 3.3:	Educator's Practices	Policy 8.20	Workplace Sexual Harassment
Policy 8.1:	Role and Expectations of Educators	Policy 8.23:	Equal Opportunity and Anti-discrimination
Policy 8.2:	Educational Leader	Policy 9.5:	Complaints Handling
Policy 8.4:	Educator Professional Development and Learning	Policy 10.27:	Continuous Improvement
Policy 8.6:	Employee and Volunteer Grievance		
Policy 8.7:	Workplace Harassment and Bullying		

4.2.3 Interactions convey mutual respect, equity and recognition of each other's strengths and skills

Policy 1.1:	Philosophy Statement	Policy 8.8:	Performance Monitoring, Review and Management
Policy 1.2:	Goals	Policy 8.9:	Employee Code of Conduct
Policy 2.9:	Inclusion/Anti-Bias	Policy 8.10:	Employee Orientation and Induction
Policy 3.3:	Educator's Practices	Policy 8.20	Workplace Sexual Harassment
Policy 8.1:	Role and Expectations of Educators	Policy 8.23:	Equal Opportunity and Anti-discrimination
Policy 8.2:	Educational Leader	Policy 9.5:	Complaints Handling
Policy 8.6:	Employee Grievance	Policy 10.27:	Continuous Improvement
Policy 8.7:	Workplace Harassment and Bullying		

Quality Area

5 :

Relationships with Children

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 1.2:	Goals
-------------	----------------------	-------------	-------

Policy 2.1:	Respect for Children	Policy 3.3:	Educator's Practices
Policy 2.6:	Behaviour Support and Management	Policy 3.7:	Physical Activity
Policy 2.9:	Inclusion and Anti-Bias	Policy 3.14:	Valuing Diversity, Culture and Reconciliation
Policy 2.11:	Including Children with Special/Additional Needs	Policy 4.17	Children with Medical Conditions
Policy 2.15	Children's Property and Belongings	Policy 3.15:	Cooking with Children
Policy 2.16	Promoting Protective Behaviours	Policy 8.1:	Role and Expectations of Educators
Policy 2.20	Supervision of Children	Policy 8.10:	Employee Orientation and Induction
Policy 2.21	Children's Transition to OSHC	Policy 8.15:	Children of Employees
Policy 2.23	Interactions with Children	Policy 8.22	Educator Interactions with Families – Professional Boundaries Policy
Policy 2.24	Children's Participation and Decision Making	Policy 10.27:	Continuous Improvement
Policy 2.25	Statement of Intent for Children's Play		

5.1.2 Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning

Policy1.1:	Philosophy Statement	Policy 3.1:	Educational Program Planning
Policy 1.2:	Goals	Policy 3.3:	Educators Practice
Policy 2.1:	Respect for Children	Policy 3.4:	Homework
Policy 2.3:	Educator Ratios	Policy 3.7:	Physical Activity
Policy 2.6:	Behaviour Support and Management	Policy 3.15:	Cooking with Children
Policy 2.9:	Inclusion and Anti-Bias	Policy 4.17	Children with Medical Conditions
Policy 2.11:	Including Children with Special/Additional Needs	Policy 5.6:	Menu Development
Policy 2.21	Children's Transition to OSHC	Policy 8.1:	Role and Expectations of Educators
Policy 2.23	Interactions with Children	Policy 8.10:	Employee Orientation and Induction
Policy 2.25	Statement of Intent for Children's Play	Policy 8.15:	Children of Employees
		Policy 10.27:	Continuous Improvement

5.1.3 Each child is supported to feel secure, confident and included

Policy 1.1:	Philosophy Statement	Policy 2.1:	Respect for Children
Policy 1.2:	Goals	Policy 2.3:	Educator Ratios
		Policy 2.5:	Reporting of Child Abuse
		Policy 2.6:	Behaviour Support and Management

Policy 2.8:	Anti-Bullying	Policy 3.4:	Homework
Policy 2.9:	Inclusion and Anti-Bias	Policy 3.7:	Physical Activity
Policy 2.16	Promoting Protective Behaviours	Policy 3.14:	Valuing Diversity, Culture and Reconciliation
Policy 2.17	Children Accessing the Internet	Policy 3.15:	Cooking with Children
Policy 2.18	Cyber-bullying	Policy 4.17	Children with Medical Conditions
Policy 2.19	Children's Media Viewing	Policy 5.6:	Menu Development
Policy 2.21	Children's Transition to OSHC	Policy 8.1:	Role and Expectations of Educators
Policy 2.23	Interactions with Children	Policy 8.10:	Employee Orientation and Induction
Policy 2.25	Statement of Intent for Children's Play	Policy 8.15:	Children of Employees
Policy 3.1:	Educational Program Planning	Policy 10.27:	Continuous Improvement
Policy 3.2:	Program and Documentation Evaluation		
Policy 3.3:	Educators Practice		

5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and 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 3.1:	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 2.6:	Behaviour Support and Management	Policy 3.4:	Homework
Policy 2.8:	Anti-Bullying	Policy 3.7:	Physical Activity
Policy 2.9:	Inclusion and Anti-Bias	Policy 3.15:	Cooking with Children
Policy 2.11:	Including Children with Special/Additional Needs	Policy 4.17	Children with Medical Conditions
Policy 2.19	Children's Media Viewing	Policy 5.6:	Menu Development
Policy 2.20	Supervision of Children	Policy 8.1:	Role and Expectations of Educators
Policy 2.21	Children's Transition to OSHC	Policy 8.2:	Educational Leader
Policy 2.23	Interactions with Children	Policy 8.10:	Employee Orientation and Induction
Policy 2.24	Children's Participation and Decision Making	Policy 8.15:	Children of Employees
Policy 2.25	Statement of Intent for Children's Play	Policy 10.12:	Information Technology
		Policy 10.27:	Continuous Improvement
		Policy 10.28:	Record Keeping and Retention

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 2.20	Supervision of Children
Policy 1.2:	Goals	Policy 2.21	Children's Transition to OSHC
Policy 2.1:	Respect for Children	Policy 2.23	Interactions with Children
Policy 2.6:	Behaviour Support and Management	Policy 2.25	Statement of Intent for Children's Play
Policy 2.7:	Exclusion for Behavioural Reasons	Policy 3.3:	Educators Practice
Policy 2.8:	Anti-Bullying	Policy 3.7:	Physical Activity
Policy 2.9:	Inclusion and Anti-Bias	Policy 3.10:	Observational Recording
Policy 2.11:	Including Children with Special/Additional Needs	Policy 4.17	Children with Medical Conditions
Policy 2.16	Promoting Protective Behaviours	Policy 8.1:	Role and Expectations of Educators
Policy 2.17	Children Accessing the Internet	Policy 8.10:	Employee Orientation and Induction
Policy 2.18	Cyber-bullying	Policy 8.15:	Children of Employees
		Policy 10.27:	Continuous Improvement

5.2.3 The dignity and rights of every child are maintained at all times

Policy 1.1:	Philosophy Statement	Policy 2.20	Supervision of Children
Policy 1.2:	Goals	Policy 2.21	Children's Transition to OSHC
Policy 2.1:	Respect for Children	Policy 2.23	Interactions with Children
Policy 2.5:	Reporting of Child Abuse	Policy 2.24	Children's Participation and Decision Making
Policy 2.6:	Behaviour Support and Management	Policy 2.25	Statement of Intent for Children's Play
Policy 2.7:	Exclusion for Behavioural Reasons	Policy 3.1:	Educational Program Planning
Policy 2.8:	Anti-Bullying	Policy 3.3:	Educators Practice
Policy 2.9:	Inclusion and Anti-Bias	Policy 3.4:	Homework
Policy 2.10:	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 3.7:	Physical Activity
Policy 2.11:	Including Children with Special/Additional Needs	Policy 3.10:	Observational Recording
Policy 2.13:	Use of Photographic and Video Images of Children	Policy 3.14:	Valuing Diversity, Culture and Reconciliation
Policy 2.16	Promoting Protective Behaviours	Policy 4.17	Children with Medical Conditions
Policy 2.17	Children Accessing the Internet	Policy 4.9:	Children's Toileting
Policy 2.18	Cyber-bullying	Policy 8.1:	Role and Expectations of Educators
		Policy 8.2:	Educational Leader

Policy 8.10:	Employee Orientation and Induction	Policy 10.27:	Continuous Improvement
Policy 8.15:	Children of Employees		
Policy 8.22	Educator Interactions with Families – Professional Boundaries Policy		

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 4.10:	Anaphylaxis Management
Policy 1.2:	Goals	Policy 4.11:	Emergency Health and Medical Procedure Management
Policy 2.4:	Arrivals and Departures of Children	Policy 4.15:	Asthma
Policy 2.6:	Behaviour Support and Management	Policy 4.16:	Vehicle Restraint
Policy 2.7:	Exclusion for Behavioural Reasons	Policy 4.17	Children with Medical Conditions
Policy 2.8:	Anti-Bullying	Policy 4.19	Childhood Immunisation
Policy 2.9:	Inclusion and Anti-Bias	Policy 5.1:	Food Handling and Storage
Policy 2.11:	Including Children with Special/Additional Needs	Policy 5.2:	Food and Nutrition
Policy 2.13:	Use of Photographic and Video Images of Children	Policy 5.6:	Menu Development
Policy 2.14:	Bookings and Cancellations	Policy 9.1:	Access
Policy 2.15	Children's Property and Belongings	Policy 9.2:	Enrolment
Policy 2.17	Children Accessing the Internet	Policy 9.3:	Communication with Families
Policy 2.21	Children's Transition to OSHC	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 9.11:	Enrolment Management
Policy 3.11:	Escorting Children	Policy 10.4:	Fees
Policy 4.1:	General Health and Safety	Policy 10.8:	Information Handling (Privacy and Confidentiality)
Policy 4.4:	Preventative Health and Wellbeing	Policy 10.18:	Court Orders and the Release of Children in Care
Policy 4.6:	Medication	Policy 10.27:	Continuous Improvement
Policy 4.8:	Sun Safety	Policy 10.28:	Record Keeping and Retention
Policy 4.9:	Children's Toileting		

6.1.2 Families have opportunities to be involved in the service and contribute to service decisions

Policy 1.1:	Philosophy Statement	Policy 6.2:	Provision of Resources and Equipment
Policy 1.2:	Goals	Policy 8.2:	Educational Leader
Policy 2.11:	Including Children with Special/Additional Needs	Policy 8.10:	Employee Orientation and Induction
Policy 2.13:	Use of Photographic and Video Images of Children	Policy 9.2:	Enrolment
Policy 2.16	Promoting Protective Behaviours	Policy 9.3:	Communication with Families
Policy 2.19	Children's Media Viewing	Policy 9.6:	Parent and Community Participation
Policy 2.21	Children's Transition to OSHC	Policy 9.11:	Enrolment Management
Policy 3.1:	Educational Program Planning	Policy 10.3:	Budgeting and Planning
Policy 3.2:	Program and Documentation Evaluation	Policy 10.4:	Fees
Policy 3.3:	Educators Practice	Policy 10.11:	Management Code of Conduct
Policy 3.5:	Excursions	Policy 10.12:	Information Technology
Policy 3.14:	Valuing Diversity, Culture and Reconciliation	Policy 10.13:	Purchasing
Policy 3.15:	Cooking with Children	Policy 10.17:	Strategic Planning
Policy 4.7:	Keeping of Animals	Policy 10.19:	Policy Development, Sourcing and Review
Policy 4.17	Children with Medical Conditions	Policy 10.26	OSHC Service Social Media Guidelines
Policy 5.2:	Food and Nutrition	Policy 10.27:	Continuous Improvement

6.1.3 Current information about the service is available to families

Policy 1.1:	Philosophy Statement	Policy 2.18	Cyber-bullying
Policy 1.2:	Goals	Policy 2.21	Children's Transition to OSHC
Policy 2.3:	Educator Ratios	Policy 3.1:	Educational Program Planning
Policy 2.4:	Arrivals and Departures of Children	Policy 3.2:	Program and Documentation Evaluation
Policy 2.6:	Behaviour Support and Management	Policy 4.2:	Infectious Diseases
Policy 2.8:	Anti-Bullying	Policy 4.8:	Sun Safety
Policy 2.11:	Including Children with Special/Additional Needs	Policy 4.14:	Infectious Diseases Response Strategy
Policy 2.12:	Managing Duty of Care - Non-Attending Children	Policy 4.15:	Asthma
Policy 2.14:	Booking and Cancellation	Policy 4.17	Children with Medical Conditions

Policy 4.19	Childhood Immunisation	Policy 10.8:	Information Handling (Privacy and Confidentiality)
Policy 5.2:	Food and Nutrition	Policy 10.10:	Managing Compliance within the Service
Policy 6.1:	Space and Facilities Requirement	Policy 10.18:	Court Orders and the Release of Children in Care
Policy 8.2:	Educational Leader	Policy 10.26	OSHC Service Social Media Guidelines
Policy 9.1:	Access	Policy 10.27:	Continuous Improvement
Policy 9.2:	Enrolment	Policy 10.28:	Record Keeping and Retention
Policy 9.3:	Communication with Families	Policy 10.31:	Managing Non-compliance of Reportable Incidents
Policy 9.5:	Complaints Handling		
Policy 9.11:	Enrolment Management		
Policy 10.4:	Fees		

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 3.11:	Escorting Children
Policy 1.2:	Goals	Policy 3.14:	Valuing Diversity, Culture and Reconciliation
Policy 2.6:	Behaviour Support and Management	Policy 3.15:	Cooking with Children
Policy 2.8:	Anti-Bullying	Policy 4.5:	Illness and Injury
Policy 2.11:	Including Children with Special/Additional Needs	Policy 4.6:	Medication
Policy 2.13:	Use of Photographic and Video Images of Children	Policy 4.7:	Keeping of Animals
Policy 2.16	Promoting Protective Behaviours	Policy 4.8:	Sun Safety
Policy 2.19	Children's Media Viewing	Policy 4.10:	Anaphylaxis Management
Policy 2.21	Children's Transition to OSHC	Policy 4.11:	Emergency Health and Medical Procedure Management
Policy 2.22	Departures of Children with Self-Care Arrangements	Policy 4.15:	Asthma
Policy 3.1:	Educational Program Planning	Policy 5.2:	Food and Nutrition
Policy 3.2:	Program and Documentation Evaluation	Policy 5.6:	Menu Development
Policy 3.3:	Educator's Practices	Policy 8.1:	Role and Expectations of Educators
Policy 3.4:	Homework	Policy 8.2:	Educational Leader
Policy 3.7:	Physical Activity	Policy 8.10:	Employee Orientation and Induction
Policy 3.8:	Extra - Curricular Activities		

Policy 9.2:	Enrolment	Policy 10.12:	Information Technology
Policy 9.3:	Communication with Families	Policy 10.27:	Continuous Improvement
Policy 9.6:	Parent and Community Participation		
Policy 10.8:	Information Handling (Privacy and Confidentiality)		

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 2.21	Children's Transition to OSHC
Policy 1.2:	Goals	Policy 3.14:	Valuing Diversity, Culture and Reconciliation
Policy 2.6:	Behaviour Support and Management	Policy 4.1:	General Health and Safety
Policy 2.8:	Anti-Bullying	Policy 9.3:	Communication with Families
Policy 2.9:	Inclusion and Anti-Bias	Policy 9.6:	Parent and Community Participation
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
Policy 2.11:	Including Children with Special/Additional Needs	Policy 10.27:	Continuous Improvement
Policy 2.16	Promoting Protective Behaviours	Policy 10.28:	Record Keeping and Retention

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 3.14:	Valuing Diversity, Culture and Reconciliation
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 2.11:	Including Children with Special/Additional Needs	Policy 9.6:	Parent and Community Participation
Policy 2.16	Promoting Protective Behaviours	Policy 9.10	Visitor Policy
Policy 2.21	Children's Transition to OSHC	Policy 10.27:	Continuous Improvement
Policy 3.3:	Educator's Practices	Policy 10.28:	Record Keeping and Retention

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 2.6:	Behaviour Support and Management	Policy 4.6:	Medication
Policy 2.8:	Anti-Bullying	Policy 5.2:	Food and Nutrition
Policy 2.11:	Including Children with Special/Additional Needs	Policy 5.6:	Menu Development
Policy 2.12:	Managing Duty of Care - Non-Attending Children	Policy 8.1:	Role and Expectations of Educators
Policy 2.17	Children Accessing the Internet	Policy 8.2:	Educational Leader
Policy 2.18	Cyber-bullying	Policy 8.10:	Employee Orientation and Induction
Policy 2.21	Children's Transition to OSHC	Policy 9.2:	Enrolment
Policy 3.1:	Educational Program Planning	Policy 9.3:	Communication with Families
Policy 3.2:	Program and Documentation Evaluation	Policy 10.8:	Information Handling (Privacy and Confidentiality)
Policy 3.3:	Educators Practice	Policy 10.27:	Continuous Improvement
		Policy 10.28:	Record Keeping and Retention

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 4.17	Children with Medical Conditions
Policy 2.6:	Behaviour Support and Management	Policy 6.1:	Space and Facilities Requirement
Policy 2.9:	Inclusion and Anti-Bias	Policy 8.2:	Educational Leader
Policy 2.11:	Including Children with Special/Additional Needs	Policy 9.1:	Access
Policy 2.20	Supervision of Children	Policy 9.2:	Enrolment
Policy 2.21	Children's Transition to OSHC	Policy 9.3:	Communication with Families
Policy 3.1:	Educational Program Planning	Policy 9.6:	Parent and Community Participation
Policy 3.2:	Program and Documentation Evaluation	Policy 9.10	Visitor Policy
Policy 3.7:	Physical Activity	Policy 10.8:	Information Handling (Privacy and Confidentiality)
Policy 3.8:	Extra - Curricular Activities	Policy 10.27:	Continuous Improvement
Policy 3.14:	Valuing Diversity, Culture and Reconciliation		

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 3.14:	Valuing Diversity, Culture and Reconciliation
Policy 2.11:	Including Children with Special/Additional Needs	Policy 8.1:	Role and Expectations of Educators
Policy 2.21	Children's Transition to OSHC	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
		Policy 9.10	Visitor Policy
		Policy 10.27:	Continuous Improvement

Quality Area

7:

Leadership and Service Management

7.1 Effective Leadership promotes a positive organisational culture and builds a professional learning community

7.1.1 Appropriate governance arrangements are in place to manage the service

Policy 1.1:	Philosophy Statement	Policy 2.11:	Including Children with Special/Additional Needs
Policy 1.2:	Goals	Policy 3.5:	Excursions
Policy 2.1:	Respect for Children	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 4.12:	Non Smoking
Policy 2.3:	Educator Ratios	Policy 5.3:	Food Act Compliance
Policy 2.4:	Arrivals and Departures of Children	Policy 5.4:	Food Audit
Policy 2.5:	Reporting of Child Abuse	Policy 6.1:	Space and Facilities Requirement
Policy 2.7:	Exclusion for Behavioural Reasons	Policy 6.3:	Workplace Health and Safety
Policy 2.10:	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 6.4:	Shared Facilities
		Policy 6.6:	Management of Poisonous Plants and Fungi
		Policy 6.7:	Occupancy Agreement
		Policy 6.8:	Maintenance of Facilities

Policy 7.1:	Emergency Equipment and Facilities	Policy 9.8:	Parent Conduct
Policy 7.2:	Drills and Evacuations	Policy 9.11:	Enrolment Management
Policy 7.3:	Harassment and Lock Down	Policy 10.1:	Quality Compliance
Policy 7.4:	Fire Safety Compliance	Policy 10.3:	Budgeting and Planning
Policy 7.6:	Emergency Closure	Policy 10.4:	Fees
Policy 8.1:	Role and Expectations of Educators	Policy 10.5:	Approval Requirements under Legislation
Policy 8.2:	Educational Leader	Policy 10.6:	Supervisor Certificate
Policy 8.3:	Recruitment and Employment of Educators	Policy 10.7:	Insuring Risks
Policy 8.5:	Volunteers	Policy 10.8:	Information Handling (Privacy and Confidentiality)
Policy 8.6:	Employee and Volunteer Grievance	Policy 10.10:	Managing Compliance within the Service
Policy 8.7:	Workplace Harassment and Bullying	Policy 10.13:	Purchasing
Policy 8.8:	Employee Performance Monitoring, Review and Management	Policy 10.14:	Record Back-up and Off-site Information Handling
Policy 8.10:	Employee Orientation and Induction	Policy 10.18:	Court Orders and the Release of Children in Care
Policy 8.11:	Employee Leave	Policy 10.19:	Policy Development, Sourcing and Review
Policy 8.12:	Employee Qualifications – Monitoring Progress	Policy 10.26:	OSHC Service Social Media Guidelines
Policy 8.19:	Employee Counselling and Disciplinary Procedures	Policy 10.27:	Continuous Improvement
Policy 8.25:	Employee Remuneration and Entitlements	Policy 10.29:	Hardship and Administration of Special Child Care Benefit
Policy 8.26:	Higher Duties	Policy 10.30:	Conflict of Interest
Policy 8.27:	Employee Assistance Program	Policy 10.31:	Managing Non-compliance of Reportable Incidents
Policy 9.1:	Access		
Policy 9.5:	Complaints Handling		
Policy 9.7:	Management of Intoxicated or Persons Under the Influence		

7.1.2 The induction of educators, coordinators and staff members, including relief educators, is comprehensive

Policy 1.1:	Philosophy Statement	Policy 2.4:	Arrivals and Departures of Children
Policy 1.2:	Goals	Policy 2.5:	Reporting of Child Abuse
Policy 2.1:	Respect for Children	Policy 2.6:	Behaviour Support and Management
Policy 2.2:	Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm	Policy 2.7:	Exclusion for Behavioural Reasons
Policy 2.3:	Educator Ratios	Policy 2.8:	Anti-Bullying
		Policy 2.9:	Inclusion and Anti-Bias

Policy 2.10:	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 7.1:	Emergency Equipment and Facilities
Policy 2.11:	Including Children with Special/Additional Needs	Policy 7.2:	Drills and Evacuations
Policy 2.13:	Use of Photographic and Video Images of Children	Policy 7.3:	Harassment and Lock Down
Policy 2.20	Supervision of Children	Policy 7.4:	Fire Safety Compliance
Policy 2.25	Statement of Intent for Children's Play	Policy 7.6:	Emergency Closure
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:	Educators Practice	Policy 8.3:	Recruitment and Employment of Educators
Policy 3.5:	Excursions	Policy 8.4:	Educator Professional Development and Learning
Policy 3.7:	Physical Activity	Policy 8.5:	Volunteers
Policy 3.9:	Creativity and Expressive Arts	Policy 8.6:	Employee and Volunteer Grievance
Policy 3.10:	Observational Recording	Policy 8.7:	Workplace Harassment and Bullying
Policy 4.1:	General Health and Safety	Policy 8.8:	Employee Performance Monitoring, Review and Management
Policy 4.3:	Hygiene	Policy 8.9:	Employee Code of Conduct
Policy 4.5:	Illness and Injury	Policy 8.10:	Employee Orientation and Induction
Policy 4.6:	Medication	Policy 8.11:	Employee Leave
Policy 4.8:	Sun Safety	Policy 8.12:	Employee Qualifications – Monitoring Progress
Policy 4.9:	Children's Toileting	Policy 8.13:	Employee Health
Policy 4.10:	Anaphylaxis Management	Policy 8.15:	Children of Employees
Policy 4.11:	Emergency Health and Medical Procedure Management	Policy 8.16:	Employee Immunisation
Policy 4.12:	Non Smoking	Policy 8.18	Employee Retention Policy
Policy 4.13:	First Aid Waste Management	Policy 8.19	Employee Counselling and Disciplinary Procedures
Policy 4.15:	Asthma	Policy 8.20	Workplace Sexual Harassment
Policy 4.16:	Vehicle Restraint	Policy 8.21	Educator Uniform and Personal Presentation
Policy 4.18	First Aid Policy	Policy 8.22	Educator Interactions with Families – Professional Boundaries Policy
Policy 5.1:	Food Handling and Storage	Policy 8.25:	Employee Remuneration and Entitlements
Policy 5.2:	Food and Nutrition	Policy 8.26:	Higher Duties
Policy 5.5:	Cleaning and Sanitising	Policy 8.27:	Employee Assistance Program
Policy 5.6:	Menu Development	Policy 9.5:	Complaints Handling
Policy 6.3:	Workplace Health and Safety		
Policy 6.4:	Shared Facilities		
Policy 6.7:	Occupancy Agreement		
Policy 6.8:	Maintenance of Facilities		

Policy 9.7:	Management of Intoxicated or Persons Under the Influence	Policy 10.18:	Court Orders and the Release of Children in Care
Policy 9.11:	Enrolment Management	Policy 10.26	OSHC Service Social Media Guidelines
Policy 10.1:	Quality Compliance	Policy 10.27:	Continuous Improvement
Policy 10.6:	Supervisor Certificate	Policy 10.28:	Record Keeping and Retention
Policy 10.8:	Information Handling (Privacy and Confidentiality)	Policy 10.29:	Hardship and Administration of Special Child Care Benefit
Policy 10.10:	Managing Compliance within the Service	Policy 10.30:	Conflict of Interest
Policy 10.12:	Information Technology	Policy 10.31:	Managing Non-compliance of Reportable Incidents
Policy 10.16:	Intellectual Property and Copyright		

7.1.3 Every effort is made to promote continuity of educators and coordinators at the service

Policy 1.1:	Philosophy Statement	Policy 8.11:	Employee Leave
Policy 1.2:	Goals	Policy 8.12:	Employee Qualifications – Monitoring Progress
Policy 2.2:	Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm	Policy 8.13:	Employee Health
Policy 2.3:	Educator Ratios	Policy 8.18	Employee Retention Policy
Policy 2.9:	Inclusion and Anti-Bias	Policy 8.20	Workplace Sexual Harassment
Policy 6.7:	Occupancy Agreement	Policy 8.25:	Employee Remuneration and Entitlements
Policy 6.8:	Maintenance of Facilities	Policy 8.26:	Higher Duties
Policy 7.6:	Emergency Closure	Policy 8.27:	Employee Assistance Program
Policy 8.1:	Role and Expectations of Educators	Policy 9.5:	Complaints Handling
Policy 8.2:	Educational Leader	Policy 9.11:	Enrolment Management
Policy 8.3:	Recruitment and Employment of Educators	Policy 10.1:	Quality Compliance
Policy 8.4:	Educator Professional Development and Learning	Policy 10.3:	Budgeting and Planning
Policy 8.5:	Volunteers	Policy 10.6:	Supervisor Certificate
Policy 8.6:	Employee and Volunteer Grievance	Policy 10.10:	Managing Compliance within the Service
Policy 8.7:	Workplace Harassment and Bullying	Policy 10.27:	Continuous Improvement
Policy 8.8:	Employee Performance Monitoring, Review and Management	Policy 10.29:	Hardship and Administration of Special Child Care Benefit
Policy 8.9:	Employee Code of Conduct	Policy 10.30:	Conflict of Interest
Policy 8.10:	Employee Orientation and Induction	Policy 10.31:	Managing Non-compliance of Reportable Incidents

7.1.4 Provision is made to ensure a suitably qualified and experienced educator or coordinator 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 8.12:	Employee Qualifications – Monitoring Progress
Policy 1.2:	Goals	Policy 8.13:	Employee Health
Policy 2.3:	Educator Ratios	Policy 8.25:	Employee Remuneration and Entitlements
Policy 2.6:	Behaviour Support and Management	Policy 8.26:	Higher Duties
Policy 2.25:	Statement of Intent for Children’s Play	Policy 8.27:	Employee Assistance Program
Policy 3.1:	Educational Program Planning	Policy 9.11:	Enrolment Management
Policy 3.3:	Educators Practice	Policy 10.1:	Quality Compliance
Policy 5.2:	Food and Nutrition	Policy 10.5:	Approval Requirements under Legislation
Policy 6.7:	Occupancy Agreement	Policy 10.6:	Supervisor Certificate
Policy 6.8:	Maintenance of Facilities	Policy 10.9:	Risk Management and Compliance
Policy 7.6:	Emergency Closure	Policy 10.10:	Managing Compliance within the Service
Policy 8.1:	Role and Expectations of Educators	Policy 10.16:	Intellectual Property and Copyright
Policy 8.2:	Educational Leader	Policy 10.27:	Continuous Improvement
Policy 8.3:	Recruitment and Employment of Educators	Policy 10.28:	Record Keeping and Retention
Policy 8.4:	Educator Professional Development and Learning	Policy 10.29:	Hardship and Administration of Special Child Care Benefit
Policy 8.8:	Employee Performance Monitoring, Review and Management	Policy 10.30:	Conflict of Interest
Policy 8.9:	Employee Code of Conduct	Policy 10.31:	Managing Non-compliance of Reportable Incidents
Policy 8.10:	Employee Orientation and Induction		

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 1.1:	Philosophy Statement	Policy 2.10:	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm
Policy 1.2:	Goals	Policy 6.7:	Occupancy Agreement
Policy 2.2:	Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm	Policy 6.8:	Maintenance of Facilities
Policy 2.3:	Educator Ratios	Policy 7.6:	Emergency Closure
Policy 2.6:	Behaviour Support and Management	Policy 8.1:	Role and Expectations of Educators
Policy 2.9:	Inclusion and Anti-Bias	Policy 8.2:	Educational Leader
		Policy 8.3:	Recruitment and Employment of Educators

Policy 8.5:	Volunteers	Policy 9.11:	Enrolment Management
Policy 8.6:	Employee and Volunteer Grievance	Policy 10.1:	Quality Compliance
Policy 8.8:	Employee Performance Monitoring, Review and Management	Policy 10.2:	Role and Composition of Management Committee
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 8.13:	Employee Health	Policy 10.9:	Risk Management and Compliance
Policy 8.25:	Employee Remuneration and Entitlements	Policy 10.10:	Managing Compliance within the Service
Policy 8.26:	Higher Duties	Policy 10.27:	Continuous Improvement
Policy 8.27:	Employee Assistance Program	Policy 10.29:	Hardship and Administration of Special Child Care Benefit
Policy 9.3:	Communication with Families	Policy 10.30:	Conflict of Interest
Policy 9.5:	Complaints Handling	Policy 10.31:	Managing Non-compliance of Reportable Incidents
Policy 9.6:	Parent and Community Participation		

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 6.3:	Workplace Health and Safety
Policy 1.2:	Goals	Policy 6.7:	Occupancy Agreement
Policy 2.1:	Respect for Children	Policy 6.8:	Maintenance of Facilities
Policy 2.9:	Inclusion and Anti-Bias	Policy 7.6:	Emergency Closure
Policy 2.11:	Including Children with Special/Additional Needs	Policy 8.1:	Role and Expectations of Educators
Policy 2.21	Children's Transition to OSHC	Policy 8.2:	Educational Leader
Policy 2.25	Statement of Intent for Children's Play	Policy 8.3:	Recruitment and Employment of Educators
Policy 3.1:	Educational Program Planning	Policy 8.4:	Educator Professional Development and Learning
Policy 3.2:	Program and Documentation Evaluation	Policy 8.9:	Employee Code of Conduct
Policy 3.3:	Educators Practice	Policy 9.1:	Access
Policy 3.5:	Excursions	Policy 9.2:	Enrolment
Policy 3.7:	Physical Activity	Policy 9.3:	Communication with Families
Policy 3.9:	Creativity and Expressive Arts	Policy 9.5:	Complaints Handling
Policy 3.10:	Observational Recording	Policy 9.6:	Parent and Community Participation
Policy 4.17	Children with Medical Conditions	Policy 10.1:	Quality Compliance
Policy 5.2:	Food and Nutrition		

Policy 10.5:	Approval Requirements under Legislation	Policy 10.27:	Continuous Improvement
Policy 10.8:	Information Handling (Privacy and Confidentiality)	Policy 10.28:	Record Keeping and Retention
Policy 10.11:	Management Code of Conduct	Policy 10.29:	Hardship and Administration of Special Child Care Benefit
Policy 10.12:	Information Technology	Policy 10.30:	Conflict of Interest
Policy 10.19:	Policy Development, Sourcing and Review		

7.2.2 The performance of educators, coordinators and staff members is evaluated and individual development plans are in place to support performance improvement

Policy 1.1:	Philosophy Statement	Policy 8.10:	Employee Orientation and Induction
Policy 1.2:	Goals	Policy 8.18:	Employee Retention Policy
Policy 2.6:	Behaviour Support and Management	Policy 8.19:	Employee Counselling and Disciplinary Procedures
Policy 3.3:	Educators Practice	Policy 8.20:	Workplace Sexual Harassment
Policy 6.3:	Workplace Health and Safety	Policy 9.5:	Complaints Handling
Policy 6.7:	Occupancy Agreement	Policy 10.1:	Quality Compliance
Policy 6.8:	Maintenance of Facilities	Policy 10.10:	Managing Compliance within the Service
Policy 7.6:	Emergency Closure	Policy 10.27:	Continuous Improvement
Policy 8.1:	Role and Expectations of Educators	Policy 10.28:	Record Keeping and Retention
Policy 8.2:	Educational Leader	Policy 10.29:	Hardship and Administration of Special Child Care Benefit
Policy 8.4:	Educator Professional Development and Learning	Policy 10.30:	Conflict of Interest
Policy 8.6:	Employee and Volunteer Grievance	Policy 10.31:	Managing Non-compliance of Reportable Incidents
Policy 8.8:	Employee Performance Monitoring, Review and Management		
Policy 8.9:	Employee Code of Conduct		

7.2.3 An effective self-assessment and quality improvement process is in place

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 3.10:	Observational Recording
Policy 2.9:	Inclusion and Anti-Bias	Policy 5.1:	Food Handling and Storage

Policy 5.2:	Food and Nutrition	Policy 9.5:	Complaints Handling
Policy 5.4:	Food Audit	Policy 9.6:	Parent and Community Participation
Policy 5.5:	Cleaning and Sanitising	Policy 10.1:	Quality Compliance
Policy 6.1:	Space and Facilities Requirement	Policy 10.3:	Budgeting and Planning
Policy 6.7:	Occupancy Agreement	Policy 10.9:	Risk Management and Compliance
Policy 6.8:	Maintenance of Facilities	Policy 10.10:	Managing Compliance within the Service
Policy 7.2:	Drills and Evacuations	Policy 10.17:	Strategic Planning
Policy 7.6:	Emergency Closure	Policy 10.19:	Policy Development, Sourcing and Review
Policy 8.1:	Role and Expectations of Educators	Policy 10.27:	Continuous Improvement
Policy 8.2:	Educational Leader	Policy 10.28:	Record Keeping and Retention
Policy 8.4:	Educator Professional Development and Learning	Policy 10.29:	Hardship and Administration of Special Child Care Benefit
Policy 8.8:	Employee Performance Monitoring, Review and Management	Policy 10.30:	Conflict of Interest
Policy 8.10:	Employee Orientation and Induction	Policy 10.31:	Managing Non-compliance of Reportable Incidents
Policy 9.2:	Enrolment		
Policy 9.3:	Communication with Families		

7.3 Administrative systems enable the effective management of a quality service

7.3.1 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 2.25	Statement of Intent for Children's Play
Policy 1.2:	Goals	Policy 3.2:	Program and Documentation Evaluation
Policy 2.3:	Educator Ratios	Policy 3.5:	Excursions
Policy 2.4:	Arrivals and Departures of Children	Policy 3.8:	Extra - Curricular Activities
Policy 2.5:	Reporting of Child Abuse	Policy 3.10:	Observational Recording
Policy 2.6:	Behaviour Support and Management	Policy 3.11:	Escorting Children
Policy 2.7:	Exclusion for Behavioural Reasons	Policy 3.14:	Valuing Diversity, Culture and Reconciliation
Policy 2.8:	Anti-Bullying	Policy 4.1:	General Health and Safety
Policy 2.10:	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 4.2:	Infectious Diseases
Policy 2.11:	Including Children with Special/Additional Needs	Policy 4.5:	Illness and Injury
Policy 2.13:	Use of Photographic and Video Images of Children	Policy 4.6:	Medication
Policy 2.14:	Bookings and Cancellations	Policy 4.9:	Children's Toileting
		Policy 4.10:	Anaphylaxis Management

Policy 4.11:	Emergency Health and Medical Procedure Management	Policy 8.22	Educator Interactions with Families – Professional Boundaries Policy
Policy 4.15:	Asthma	Policy 8.25:	Employee Remuneration and Entitlements
Policy 4.17	Children with Medical Conditions	Policy 8.26:	Higher Duties
Policy 4.19	Childhood Immunisation	Policy 8.27:	Employee Assistance Program
Policy 5.2:	Food and Nutrition	Policy 9.2:	Enrolment
Policy 6.3:	Workplace Health and Safety	Policy 9.3:	Communication with Families
Policy 6.7:	Occupancy Agreement	Policy 9.5:	Complaints Handling
Policy 6.8:	Maintenance of Facilities	Policy 10.1:	Quality Compliance
Policy 7.2:	Drills and Evacuations	Policy 10.2:	Role and Composition of Management Committee
Policy 7.3:	Harassment and Lock Down	Policy 10.3:	Budgeting and Planning
Policy 7.6:	Emergency Closure	Policy 10.4:	Fees
Policy 8.1:	Role and Expectations of Educators	Policy 10.5:	Approval Requirements under Legislation
Policy 8.2:	Educational Leader	Policy 10.6:	Supervisor Certificate
Policy 8.3:	Recruitment and Employment of Educators	Policy 10.7:	Insuring Risks
Policy 8.4:	Educator Professional Development and Learning	Policy 10.8:	Information Handling (Privacy and Confidentiality)
Policy 8.5:	Volunteers	Policy 10.9:	Risk Management and Compliance
Policy 8.6:	Employee and Volunteer Grievance	Policy 10.10:	Managing Compliance within the Service
Policy 8.7:	Workplace Harassment and Bullying	Policy 10.14:	Record Back-up and Off-site Information Handling
Policy 8.8:	Employee Performance Monitoring, Review and Management	Policy 10.18:	Court Orders and the Release of Children in Care
Policy 8.10:	Employee Orientation and Induction	Policy 10.26	OSHC Service Social Media Guidelines
Policy 8.11:	Employee Leave	Policy 10.27:	Continuous Improvement
Policy 8.12:	Employee Qualifications – Monitoring Progress	Policy 10.28:	Record Keeping and Retention
Policy 8.13:	Employee Health	Policy 10.29:	Hardship and Administration of Special Child Care Benefit
Policy 8.15:	Children of Employees	Policy 10.30:	Conflict of Interest
Policy 8.16:	Employee Immunisation	Policy 10.31:	Managing Non-compliance of Reportable Incidents
Policy 8.18	Employee Retention Policy		
Policy 8.19	Employee Counselling and Disciplinary Procedures		
Policy 8.20	Workplace Sexual Harassment		

7.3.2 Administrative systems are established and maintained to ensure the effective operations of the service

Policy 1.1:	Philosophy Statement	Policy 2.2:	Statement of Commitment to the Safety and Wellbeing of Children
Policy 1.2:	Goals		

	and the Protection of Children from Harm	Policy 6.3:	Workplace Health and Safety
Policy 2.3:	Educator Ratios	Policy 6.7:	Occupancy Agreement
Policy 2.4:	Arrivals and Departures of Children	Policy 6.8:	Maintenance of Facilities
Policy 2.5:	Reporting of Child Abuse	Policy 7.1:	Emergency Equipment and Facilities
Policy 2.6:	Behaviour Support and Management	Policy 7.2:	Drills and Evacuations
Policy 2.7:	Exclusion for Behavioural Reasons	Policy 7.3:	Harassment and Lock Down
Policy 2.8:	Anti-Bullying	Policy 7.4:	Fire Safety Compliance
Policy 2.10:	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 7.6:	Emergency Closure
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 8.3:	Recruitment and Employment of Educators
Policy 2.13:	Use of Photographic and Video Images of Children	Policy 8.4:	Educator Professional Development and Learning
Policy 2.14:	Bookings and Cancellations	Policy 8.5:	Volunteers
Policy 2.22	Departures of Children with Self-Care Arrangements	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 8.11:	Employee Leave
		Policy 8.12:	Employee Qualifications – Monitoring Progress
Policy 4.5	Illness and Injury	Policy 8.13:	Employee Health
Policy 4.6:	Medication	Policy 8.15:	Children of Employees
Policy 4.8:	Sun Safety	Policy 8.16:	Employee Immunisation
Policy 4.10:	Anaphylaxis Management	Policy 8.18	Employee Retention Policy
Policy 4.11:	Emergency Health and Medical Procedure Management	Policy 8.19	Employee Counselling and Disciplinary Procedures
Policy 4.14:	Infectious Diseases Response Strategy	Policy 8.20	Workplace Sexual Harassment
Policy 4.15:	Asthma	Policy 8.22	Educator Interactions with Families – Professional Boundaries Policy
Policy 4.17	Children with Medical Conditions	Policy 8.25:	Employee Remuneration and Entitlements
Policy 4.19	Childhood Immunisation	Policy 8.26:	Higher Duties
Policy 5.2:	Food and Nutrition	Policy 8.27:	Employee Assistance Program
Policy 5.4:	Food Audit	Policy 9.1:	Access
Policy 5.5:	Cleaning and Sanitising	Policy 9.2:	Enrolment
Policy 5.6:	Menu Development	Policy 9.3:	Communication with Families

Policy 9.5:	Complaints Handling	Policy 10.11:	Management Code of Conduct
Policy 9.6:	Parent and Community Participation	Policy 10.13:	Purchasing
Policy 9.7:	Management of Intoxicated or Persons under the Influence	Policy 10.14:	Record Back-up and Off-site Information Handling
Policy 9.8:	Parent Conduct	Policy 10.15:	Asset Management
Policy 9.10	Visitor Policy	Policy 10.16:	Intellectual Property and Copyright
Policy 10.1:	Quality Compliance	Policy 10.17:	Strategic Planning
Policy 10.2:	Role and Composition of Management Committee	Policy 10.18:	Court Orders and the Release of Children in Care
Policy 10.3:	Budgeting and Planning	Policy 10.19:	Policy Development, Sourcing and Review
Policy 10.4:	Fees	Policy 10.26	OSHC Service Social Media Guidelines
Policy 10.5:	Approval Requirements under Legislation	Policy 10.27:	Continuous Improvement
Policy 10.6:	Supervisor Certificate	Policy 10.28:	Record Keeping and Retention
Policy 10.7:	Insuring Risks	Policy 10.29:	Hardship and Administration of Special Child Care Benefit
Policy 10.8:	Information Handling (Privacy and Confidentiality)	Policy 10.30:	Conflict of Interest
Policy 10.9:	Risk Management and Compliance	Policy 10.31:	Managing Non-compliance of Reportable Incidents
Policy 10.10:	Managing Compliance within the Service		

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 8.22	Educator Interactions with Families – Professional Boundaries Policy
Policy 1.2:	Goals	Policy 8.25:	Employee Remuneration and Entitlements
Policy 2.3:	Educator Ratios	Policy 8.26:	Higher Duties
Policy 2.5:	Reporting of Child Abuse	Policy 8.27:	Employee Assistance Program
Policy 2.10:	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 9.5:	Complaints Handling
Policy 4.5:	Illness and Injury	Policy 10.1:	Quality Compliance
Policy 6.7:	Occupancy Agreement	Policy 10.2:	Role and Composition of Management Committee
Policy 6.8:	Maintenance of Facilities	Policy 10.5:	Approval Requirements under Legislation
Policy 7.2:	Drills and Evacuations	Policy 10.6:	Supervisor Certificate
Policy 7.3:	Harassment and Lock Down	Policy 10.7:	Insuring Risks
Policy 7.6:	Emergency Closure	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		
Policy 8.9:	Employee Code of Conduct		

Policy 10.27:	Continuous Improvement	Policy 10.30:	Conflict of Interest
Policy 10.29:	Hardship and Administration of Special Child Care Benefit	Policy 10.31:	Managing Non-compliance of Reportable Incidents

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 8.22	Educator Interactions with Families – Professional Boundaries Policy
Policy 1.2:	Goals	Policy 9.1:	Access
Policy 2.4:	Arrivals and Departures of Children	Policy 9.2:	Enrolment
Policy 2.5:	Reporting of Child Abuse	Policy 9.3:	Communication with Families
Policy 2.6:	Behaviour Support and Management	Policy 9.5:	Complaints Handling
Policy 2.7:	Exclusion for Behavioural Reasons	Policy 9.6:	Parent and Community Participation
Policy 2.8:	Anti-Bullying	Policy 9.7:	Management of Intoxicated or Persons Under the Influence
Policy 2.9:	Inclusion and Anti-Bias	Policy 9.8:	Parent Conduct
Policy 2.10:	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 9.10	Visitor Policy
Policy 2.11:	Including Children with Special/Additional Needs	Policy 10.1:	Quality Compliance
Policy 2.14:	Bookings and Cancellations	Policy 10.2:	Role and Composition of Management Committee
Policy 3.3:	Educators Practice	Policy 10.4:	Fees
Policy 3.8:	Extra - Curricular Activities	Policy 10.8:	Information Handling (Privacy and Confidentiality)
Policy 6.4:	Shared Facilities	Policy 10.10:	Managing Compliance within the Service
Policy 6.7:	Occupancy Agreement	Policy 10.11:	Management Code of Conduct
Policy 6.8:	Maintenance of Facilities	Policy 10.16:	Intellectual Property and Copyright
Policy 7.6:	Emergency Closure	Policy 10.18:	Court Orders and the Release of Children in Care
Policy 8.6:	Employee and Volunteer Grievance	Policy 10.26	OSHC Service Social Media Guidelines
Policy 8.7:	Workplace Harassment and Bullying	Policy 10.27:	Continuous Improvement
Policy 8.8:	Employee Performance Monitoring, Review and Management	Policy 10.28:	Record Keeping and Retention
Policy 8.9:	Employee Code of Conduct	Policy 10.29:	Hardship and Administration of Special Child Care Benefit
Policy 8.11:	Employee Leave	Policy 10.30:	Conflict of Interest
Policy 8.13:	Employee Health	Policy 10.31:	Managing Non-compliance of Reportable Incidents
Policy 8.15:	Children of Employees		
Policy 8.16:	Employee Immunisation		
Policy 8.19	Employee Counselling and Disciplinary Procedures		

7.3.5 Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly

Policy 1.1:	Philosophy Statement	Policy 3.6:	Transport for Excursions
Policy 1.2:	Goals	Policy 3.7:	Physical Activity
Policy 2.1:	Respect for Children	Policy 3.8:	Extra - Curricular Activities
Policy 2.2:	Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm	Policy 3.9:	Creativity and Expressive Arts
Policy 2.3:	Educator Ratios	Policy 3.10:	Observational Recording
Policy 2.4:	Arrivals and Departures of Children	Policy 3.11:	Escorting Children
Policy 2.5:	Reporting of Child Abuse	Policy 3.14:	Valuing Diversity, Culture and Reconciliation
Policy 2.6:	Behaviour Support and Management	Policy 3.15:	Cooking with Children
Policy 2.7:	Exclusion for Behavioural Reasons	Policy 4.1:	General Health and Safety
Policy 2.8:	Anti-Bullying	Policy 4.2:	Infectious Diseases
Policy 2.9:	Inclusion and Anti-Bias	Policy 4.3:	Hygiene
Policy 2.10:	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 4.4:	Preventative Health and Wellbeing
Policy 2.11:	Including Children with Special/Additional Needs	Policy 4.5:	Illness and Injury
Policy 2.12:	Managing Duty of Care - Non-Attending Children	Policy 4.6:	Medication
Policy 2.13:	Use of Photographic and Video Images of Children	Policy 4.7:	Keeping of Animals
Policy 2.14:	Bookings and Cancellations	Policy 4.8:	Sun Safety
Policy 2.16:	Promoting Protective Behaviours	Policy 4.9:	Children's Toileting
Policy 2.17:	Children Accessing the Internet	Policy 4.10:	Anaphylaxis Management
Policy 2.18:	Cyber-bullying	Policy 4.11:	Emergency Health and Medical Procedure Management
Policy 2.19:	Children's Media Viewing	Policy 4.12:	Non Smoking
Policy 2.20:	Supervision of Children	Policy 4.13:	First Aid Waste Management
Policy 2.21:	Children's Transition to OSHC	Policy 4.14:	Infectious Diseases Response Strategy
Policy 2.23:	Interactions with Children	Policy 4.15:	Asthma
Policy 2.25:	Statement of Intent for Children's Play	Policy 4.16:	Vehicle Restraint
Policy 3.2:	Program and Documentation Evaluation	Policy 4.18:	First Aid Policy
Policy 3.3:	Educators Practice	Policy 4.19:	Childhood Immunisation
Policy 3.4:	Homework	Policy 5.1:	Food Handling and Storage
Policy 3.5:	Excursions	Policy 5.2:	Food and Nutrition
		Policy 5.4:	Food Audit
		Policy 5.5:	Cleaning and Sanitising
		Policy 5.6:	Menu Development
		Policy 6.2:	Provision of Resources and Equipment
		Policy 6.3:	Workplace Health and Safety

Policy 6.7:	Occupancy Agreement	Policy 8.27:	Employee Assistance Program
Policy 6.8:	Maintenance of Facilities	Policy 9.1:	Access
Policy 7.1:	Emergency Equipment and Facilities	Policy 9.2:	Enrolment
Policy 7.2:	Drills and Evacuations	Policy 9.3:	Communication with Families
Policy 7.3:	Harassment and Lock Down	Policy 9.5:	Complaints Handling
Policy 7.4:	Fire Safety Compliance	Policy 9.6:	Parent and Community Participation
Policy 7.6:	Emergency Closure	Policy 9.7:	Management of Intoxicated or Persons Under the Influence
Policy 8.1:	Role and Expectations of Educators	Policy 9.10	Visitor Policy
Policy 8.2:	Educational Leader	Policy 10.1:	Quality Compliance
Policy 8.3:	Recruitment and Employment of Educators	Policy 10.2:	Role and Composition of Management Committee
Policy 8.4:	Educator Professional Development and Learning	Policy 10.4:	Fees
Policy 8.5:	Volunteers	Policy 10.6:	Supervisor Certificate
Policy 8.6:	Employee and Volunteer Grievance	Policy 10.7:	Insuring Risks
Policy 8.7:	Workplace Harassment and Bullying	Policy 10.8:	Information Handling (Privacy and Confidentiality)
Policy 8.8:	Employee Performance Monitoring, Review and Management	Policy 10.9:	Risk Management and Compliance
Policy 8.9:	Employee Code of Conduct	Policy 10.10:	Managing Compliance within the Service
Policy 8.10:	Employee Orientation and Induction	Policy 10.11:	Management Code of Conduct
Policy 8.11:	Employee Leave	Policy 10.12:	Information Technology
Policy 8.12:	Employee Qualifications – Monitoring Progress	Policy 10.13:	Purchasing
Policy 8.13:	Employee Health	Policy 10.14:	Record Back-up and Off-site Information Handling
Policy 8.15:	Children of Employees	Policy 10.17:	Strategic Planning
Policy 8.16:	Employee Immunisation	Policy 10.18:	Court Orders and the Release of Children in Care
Policy 8.18	Employee Retention Policy	Policy 10.26	OSHC Service Social Media Guidelines
Policy 8.19	Employee Counselling and Disciplinary Procedures	Policy 10.27:	Continuous Improvement
Policy 8.20	Workplace Sexual Harassment	Policy 10.28:	Record Keeping and Retention
Policy 8.21	Educator Uniform and Personal Presentation	Policy 10.29:	Hardship and Administration of Special Child Care Benefit
Policy 8.22	Educator Interactions with Families – Professional Boundaries Policy	Policy 10.30:	Conflict of Interest
Policy 8.25:	Employee Remuneration and Entitlements	Policy 10.31:	Managing Non-compliance of Reportable Incidents
Policy 8.26:	Higher Duties		

Appendix B:

Key Terms

Approved Provider – an individual person or group granted approval by the state Regulatory Authority to operate an education and care service

Approved Service – a service approved by the state Regulatory Authority to provide education and care to children

Assessment and Rating – process through which education and care services are assessed by the Regulatory Authority for compliance with national legislation and for the quality of practice against the National Quality Standard

Australian Children’s Education and Care Quality Authority (ACECQA) – the national administrative body that oversees the implementation of the National Quality Framework throughout Australia

Authorised Officer (AO) – employed by the Regulatory Authority to assess and rate the quality of service practice against the National Quality Standard and the National Framework Legislation, and to manage notifications of complaints or serious incidents at services

Certified Supervisor (service) – as per current legislation, Approved Providers are deemed to be the certified supervisor and as such have authority to appoint suitability qualified and experienced persons to act as the Responsible Person/s at their approved service

Coordinator – member of staff at a service appointed to act as the person placed in the day to day charge of service. This person is often the Nominated Supervisor (but not necessarily)

Duty of Care – obligation under common law and the rules of negligence for education and care services to protect children, families, staff and all visitors to the service from harm. Refer to Chapter 3 of this Manual. Approved Providers, Nominated Supervisors, educators and staff need to understand their responsibilities under duty of care

Early Childhood Education and Care (ECEC) – is the Regulatory Authority for education and care services in Queensland falling under the umbrella of the Department of Education and Training in Queensland

Education and Care Services National Law Act 2010 – establishes a national approach to the regulation and quality assessment of education and care services throughout Australia including Early Childhood, Family Day Care and Outside School Hours Care services

Education and Care Services National Regulations 2011 – sets requirements under the National Law Act 2010 that must be met by education and care services

Educational Leader – appointed by the Approved Provider to lead and facilitate delivery of a quality education and care program for the children at their service, to guide educator practice and understanding of the approved learning framework and to set program goals

Elements – identified quality practice that aligns to the Standards and Quality Areas of the National Quality Standard

My Time, Our Place: Framework for School Age Care in Australia – outlines the Principles and Practice that support and promote learning Outcomes for children over preschool age

National Quality Framework (NQF) – Developed to promote wellbeing, educational and developmental outcomes for children and to promote continuous improvement in the provision of an education and care service (refer Chapter 3)

National Quality Standard (NQS) – Sets the benchmark across 7 quality areas for services to assess the quality of their operational and program practice

Nominated Supervisor – a suitably qualified and experienced person appointed by an Approved Provider to be in the day to day charge of a service

Outside School Hours care (OSHC) – OSHC services provide care to children over preschool age operating from school /community sites

Quality Improvement Plan (QIP) – must be developed by each service as part of a collaborative process of self-assessment of the quality of practice against the NQS and the national legislation

Regulatory Authority – responsible for approvals, monitoring and quality assessment for education and care services in their state or territory. In Queensland this authority is the Department of Education and Training - Early Childhood Education and Care

Responsible Person /Person in Charge – a suitably qualified or experienced educator/s appointed by the Approved Provider to act as the Responsible person in Charge in the absence of the Nominated Supervisor

School Age Care (SAC) – centre-based services approved to deliver education and care to children over preschool age and comprise outside school hours care (OSHC) and family day care (FDC)

Standards – set the benchmark for quality practice and are aligned to the 7 Quality Areas of the NQS

Appendix: C

Resources

Australian Children's Education and Care Quality Authority (national administrator of the National Quality Framework providing information for providers and educators)

<http://www.acecqa.gov.au/educators-and-providers1>

Blue Card Services (issuing clearances to operate and work in education and care services)

<https://www.bluecard.qld.gov.au/applications/applications.html>

<https://www.bluecard.qld.gov.au/education-and-care-services-and-similar-employment/index.html>

Child Care Benefit (information for education and care services)

<https://www.education.gov.au/child-care-service-handbook>

Child Protection and Mandatory Reporting

<https://www.communities.qld.gov.au/childsafety/protecting-children/about-child-protection/mandatory-reporting>

Children's health and immunisation

https://www.nhmrc.gov.au/files/nhmrc/publications/attachments/ch55_staying_healthy_childcare_5th_edition_0.pdf

<http://www.australia.gov.au/information-and-services/health/childrens-health-and-immunisation>

<http://vaccinate.initiatives.qld.gov.au/schedule/>

Education and Care Services National Law 2010

[http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/51dea49770555ea6ca256da4001b90cd/B73164FE5DA2112DCA2577BA0014D9ED/\\$FILE/10-069a.pdf](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/51dea49770555ea6ca256da4001b90cd/B73164FE5DA2112DCA2577BA0014D9ED/$FILE/10-069a.pdf)

Education and Care National Regulations (current version as at 23 December 2016)

<http://www.legislation.nsw.gov.au/#/view/regulation/2011/653>

Health and infectious diseases information is available from the Commonwealth Government at

www.health.gov.au and from Queensland Health at www.health.qld.gov.au

National Association for Child Protection and Child Abuse (programs, resources and initiatives)

<http://napcan.org.au/our-programs/>

Other Queensland legislation is available from www.legislation.qld.gov.au

Parents and Citizens Associations Queensland

<http://education.qld.gov.au/corporate/pandc/> and <http://www.pandcsqld.com.au/>

Queensland Children's Activities Network (QCAN) Inc. (peak body for OSHC in Queensland)

www.qcan.org.au

Queensland Government - Early Childhood Education and Care (approvals, licensing and regulation of child care services in Queensland including assessment and rating of services)

<https://det.qld.gov.au/earlychildhood>

State Award for education and care services (private) and P & C managed services

http://www.qirc.qld.gov.au/resources/pdf/awards/c/c0600_ar10.pdf

http://qirc.qld.gov.au/qirc/resources/pdf/awards/p/parents_and_citizens_associations.pdf

Workplace Health and Safety law, codes and standards

<https://www.worksafe.qld.gov.au/>

<https://www.worksafe.qld.gov.au/laws-and-compliance/codes-of-practice>