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# http://mrshofmeierpe.pbworks.com/f/1236353970/CartoonKidsPlaying.pngEBASCC POLICIES & PROCEDURES HANDBOOK

EBASCC PHILOSOPHY

At EBASCC we acknowledge and celebrate the traditional custodians of the land the Wallumedegal people.

We provide an ACCREDITED Before, After School and Vacation Care service for children from Kindergarten to Year 6.

We are committed to the principles, practice and outcomes of the National Quality Framework for School Age Care (‘*My Time, Our Place*’)

The Centre provides a developmentally appropriate program which presents self-selection, structured and unstructured choice and interaction for all children. The program is evaluated weekly to ensure all children’s needs are met and that the program is ever evolving and engaging for each child.

At EBASCC, educators are continuously assessing children against the learning outcomes and extending children’s learning through planned activities, experiences and spontaneous play, which is designed to meet the learning outcomes of *My Time, Our Place.*

The Centre provides a safe, healthy and encouraging environment, structured around equity for all children. The Centre provides a wide range of activities, catering to the diversity of all children. The children are provided with adequate space indoors and outdoors which is supplied with equipment for all children to engage with, encouraging a variety of skills at all developmental ages.

The management Committee help to ensure a professional staff team with Common goals, positive attitudes and positive interactions with all children, staff and family. Staff and Management encourage and offer support to provide the best possible interactions, encouragement and support in all aspects of the Centre.

The Centre strives for a level of excellence in child care, with each child’s needs at the core of its philosophy.

Source: Welcome to Country & Acknowledgement of Country - Creative Spirits, retrieved from https://www.creativespirits.info/aboriginalculture/spirituality/welcome-to-country-acknowledgement-of-country

## CENTRE AIMS AND OBJECTIVES

The Centre ENVIROMENT

* To provide a safe, friendly, caring environment
* To have equipment and facilities that are suitable to meet the needs and abilities of the school aged child
* To provide a stimulating and educational – work plus play – environment that is appropriate to the developmental and leisure needs of all children
* To provide for physical, social and environmental developmental needs of the children
* To provide for the nutritional needs of the children whilst at the Centre
* To develop policy and procedures for the effective management of our Centre in the areas of:

\*Administration and Management

\*Facilities and Equipment

\*Staffing

\*Health and Safety

\*Programming

To review, record and communicate policy and procedure with staff, parents and children of the Centre

Parents

* To provide for the needs of parents who are working, studying or who need care on an occasional basis
* To provide an environment in which parents can have confidence that their children are being effectively cared for.
* To make parents feel welcome and encourage their participation in planning, implementing and evaluation of our OOSH Centre
* To maintain positive relationships between parents, staff and management and value communication between all parties.
* To accept and value every child and accept individual interest, needs and capabilities
* To provide opportunities and activities for a diverse group of children
* To create opportunities and activities to engage in a variety of experiences that encompass all developmental and key learning areas
* To develop and implement a program which is stimulating and interesting for every child yet allows for the relaxed use of leisure time and development of friendships
* To encourage play as a process that enables children to learn through ‘hands-on’ experiences such as; doing, experimenting, predicting, achieving and making mistakes.
* To develop children’s self-esteem, positive attitudes and the respect for the rights of all
* To encourage children to think, feel ask and explore through positive interaction
* To maintain positive communication and relationships between staff and children
* To encourage participation of children in matters relating to the ongoing decisions and evaluation of the service

**PARENT CODE OF CONDUCT SAMPLE DOCUMENT**

Ebascc is committed to protecting children attending the service and staff and families at the Centre. The service strives to provide a child safe environment at all times and this code aims to provide parents/caregivers with certainty about what are acceptable standards of behaviour when attending this Centre. This Code will support parents/ caregivers to respond in a way that supports the safety, welfare and wellbeing of staff, children and families at all times.

As a parent/caregiver of a child who attends EBASCC, you must accept the terms and conditions on completing your enrollment process and abide by this Code of Conduct, which requires you to:

Commit to conduct yourself in a manner while at the Centre, which allows you to act as a positive role model to children, families and staff.

I agree to:

• Use appropriate language at all times.

• Avoid words intended to threaten, intimidate, shame, humiliate, belittle or degrade.

• Not be aggressive or violent at any time.

• Be courteous and respectful.

• Only photograph my own children and these photographs may not include other children or staff at the Centre.

• Not attend the Centre if I am affected by illegal drugs or alcohol, or consume them while at the Centre.

• Not smoke at the Centre or surrounding areas.

In order to provide a safe environment for staff, children, families at the Centre, management reserves the right to take appropriate action if this Code of Conduct is breached in any way.

This action could involve the parent/caregiver being refused entry to the Centre. Parents/caregivers would be required to make other arrangements for their child to be dropped off or collected from the Centre until a meeting was held with management to determine an appropriate course of action in order to move forward.

I have read this Code of Conduct and agree to abide by it at all times. This is to protect the staff, children and families that I come in contact with at the Centre.

Staff

* To create an enthusiastic and positive atmosphere for the staff which encourages personal initiative and co-operation
* To ensure staff are both happy in their work and happy to provide an effective learning and play environment for the children
* To provide support and assistance to staff as needed
* To encourage relevant training and development
* To encourage effective planning and documentation so that all staff including casual staff are aware of their expectations and duties.

As family users of the OSHC service community, we believe in…

• Fostering secure, respectful and reciprocal relationships.

• The power of partnerships.

• A commitment to equity and respecting diversity.

• The role that involvement and reflections by families play in continuous improvement. This will be achieved by striving to build positive relationships with Educators through lines of open communication. Treating Educators, other family members, children and visitors to the service with respect, courtesy and understanding.

• Maintaining appropriate and positive communication at all times which is regular and open. This should be at a time appropriate to all parties and may need to be organised for a time when Educators are not involved in child related work such as the supervision of children.

• Seeking information regularly regarding my child’s experiences in the service.

• Communicating with Educators in a variety of ways including: Greeting and fare welling Educators, conversations which are appropriate in their content and timing. Contribution to program evaluation and surveys, reading of notice boards, parent handbooks, program evaluations and newsletters.

• Corresponding with management and attendance at meetings where possible. Being aware of all possible lines of communication and adhering to processes associated with these as per services policies and procedures.

• Freely expressing to Educators my individual differences regarding how I raise my children and in all cultural issues.

• Updating Educators about my child’s interests, needs and experiences with which to better their time in the service and providing accurate information in a friendly manner.

• Maintaining the confidentiality of the service, Educators and child information. Collaborating with Educators to ensure experiences are meaningful for all children. Understanding that the service is required to meet certain laws, regulations, policies and procedures that promote the well being of school age children and their families and adhering to those appropriate to family conduct.

• Respecting the diversity of other families, Educators and communities.

• Upholding the rights of each child to have their cultures, identities, abilities and strengths acknowledged and valued.

• Providing regular suggestions and feedback to Educators when service decisions are being made that reflect the values of the Service.

Community

* To maintain open communication between the school, neighbors and other relevant groups in the Eastwood area
* To maintain open communication with the Eastwood Public School staff, Parents Association and School Council.
* To develop rapport with personnel who share the Eastwood Public School grounds so as to effectively manage the relationships
* To particularly work effectively with the Eastwood Public School so as to ensure the successful sharing of facilities and resources
* To be sensitive to the local and changing needs of the community

**Refer to NQS Regulation 168 (2)(b)**

**National Quality Standards 2.3, 4.2, 7.1, 7.3**

# HOURS OF OPERATION

**POLICY STATEMENT**

We will meet the needs of the parents in Eastwood Public Scxhool and our local community who either work, study or have other commitments by operating for days and hours that allow them to reasonably get to and from work or place of study.

**CONSIDERATIONS**

Regulation 168 (2)(1)

National Quality Standards 7.3

**PROCEDURE**

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

* 7am to 8.45am, before school.
* 3.10pm to 6.15pm, after school, or as agreed by the Management Committee.

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

* 7:30am to 6.15pm, or as agreed by the Management Committee.

The Centre will also open from 7.30am to 6.15pm on designated government school pupil free days.

The Centre will be closed on designated public holidays.

Centre will be closed every year for 2 weeks over the Christmas period, parents are to ask staff for clousure dates

All parents will be notified of days of closure through the Ebascc website ebascc.com

All hours of operation will be posted on the door and given to parents in our information booklet on the child’s initial enrolment which is all on the website.

No children are to be left unattended at the Centre outside these hours. Please refer to Centre hours policy and drop off policy for additional information.

Opening hours will be reviewed yearly to ensure that they meet the needs of the current parents.

DATE ENDORSED\_\_April 2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE FOR REVIEW AND EVALUATION\_April 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# INCLUSION

**POLICY STATEMENT**

EBASCC aims to provide an environment that is free from bias and prejudice in which children learn the principles of fairness and respect for the uniqueness of each person. Children are encouraged to develop their own sense of identity and educators will facilitate this in a way that embraces the needs and abilities of each child (My Time, Our Place Outcome 1). Educators will ensure that children become aware of fairness and equity and have opportunities to practice challenging bias in their play (My Time, Our Place Outcome 2). The service involves the community to assist educators and children to understand and accept the range of cultures and abilities of members of the local community. Differences in backgrounds, culture and abilities are valued and families are actively encouraged to share their experiences with educators and other families and cultural competence in children will be fostered. The service will ensure that appropriate inclusion support services are assessed and families are referred to them in order to support children’s well-being and full access to the program.

Inclusive Practices

* Educators will actively seek information from children, families and the community about their cultural traditions, customs and beliefs and use this information to provide children with a variety of experiences that will enrich the environment within the service.
* Educators will work in partnership with families to provide care that meets the child’s needs and is consistent with the family’s culture, beliefs and child rearing practices. Specific requests will be acknowledged where practical, to demonstrate respect and ensure continuity of care of the child.
* Educators will obtain and use resources that reflect the diversity of children, families and the community and increase awareness and appreciation of Australia’s Aboriginal and Torres Strait Islander and multicultural heritage.
* Educators will be sensitive and attentive to all children and respect their backgrounds, gender, unique qualities and abilities. The service will ensure that the service environment reflects the lives of the children and families using the service and the cultural diversity of the broader community and ensure children’s individual needs are accommodated at the service.
* Children with additional needs will be provided with the necessary support and resources to allow them to fully participate in the service. This may require the assistance of specialty services, adaptation of the environment, changes to routines and educator arrangements in order to facilitate inclusion. The service will achieve this in collaboration with the child’s family.
* Educators will treat all children equitably and encourage them to treat each other with respect and fairness.
* Educators will act as positive role models by encouraging all children to be involved in a variety of activities, regardless of gender.
* Educators will role model appropriate ways to challenge discrimination and prejudice, and actively promote inclusive behaviour in children.
* Children will never be singled out or made to feel inferior to or better than others. Educators and children will discuss incidents of bias or prejudice in children’s play or relationships with each other to help children understand and find strategies to counteract these behaviours.
* The program will include experiences for the children that are not based on sex role stereotypes.
* Resource materials and equipment used in the service will, as far as possible, be non-stereotyped.
* Families will be consulted in the development of holistic programs that are responsive to children’s lives, interests, learning styles, genders and reflect children’s family, culture and community.
* Educators will create opportunities for children to learn about, develop respect for, and celebrate the diversity that exists in the service and in the broader community by:
* Encouraging all families, children and other educators to share their experiences, skills, cultures and beliefs;
* Inviting community members to the service to share their stories, songs, experiences, skills, cultures and beliefs;
* Accessing and using a range of resources (including multi-cultural and multi-lingual resources) that reflect the diversity of children and families in the service and in the broader community.

Educator recruitment and professional development

* Wherever possible*,* our service will aim to recruit educators from diverse cultural and linguistic backgrounds that reflect the cultural diversity of our community and to employ staff from both genders.
* The nominated supervisor and educators will attend professional development that builds awareness of their own cultural beliefs and values, increases their cultural competence and helps them to challenge discrimination and prejudice.
* All educators will be provided with a copy of the Outside School Hours Care Code of Professional Standards.

Inclusion Support Agencies

* The service will access bicultural support workers when necessary and/or telephone translation services and provide information on aspects of the service in languages that are spoken in the local community to assist in communicating with families from diverse cultural backgrounds.
* The service will access additional support, assistance and resources for children with additional needs including children from diverse cultural backgrounds, children with high ongoing support needs and Aboriginal and Torres Strait Islander children.
* Educators will talk to children’s families about any concerns they have and offer the family links to other support services within the community such as Inclusion Support Agencies; Community Health Services etc.
* Educators will work with families, inclusion support agencies and other specialists associated with the child to develop individual support plans.

CONSIDERATIONS:

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| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Links to other Service Policies** | **Other Documentation/Evidence** |
| S168  R73, 74, 75, 76, 155, 156, 157, 168. | Standards 1.1, 1.2, 2.1, 3.2, 4.2, 5.1, 5.2, 6.1, 6.2. | * Providing a Child Safe Environment * Confidentiality * Enrolment & Orientation * Interactions with Children * Management of Complaints | * NSW Anti-Discrimination Act 1977 * UN Convention on the Rights of the Child * My Time, Our Place: Framework for School Age Care in Australia * Inclusion Support Plans * Health Care Plans |

ENDORSEMENT BY THE SERVICE:

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| Approval date: April 2019\_\_\_  Date for review: April 2020 |

# HEALTH & SAFETY HYGIENE

Hygiene

**POLICY STATEMENT**

We aim to provide a healthy and hygienic environment that will promote the health of children, staff and parents. All people in the Centre will follow preventative measures in infection control. Staff will ensure that they maintain and model appropriate hygiene practices.

**PROCEDURE**

All toilet facilities will have access to a basin or sink with running hot and cold water.

All toilet facilities will have soap for washing and hand drying facilities.

Women and girls will have access to proper feminine hygiene disposal.

Soap and paper towel will also be available in the kitchen area.

One staff member will be responsible for monitoring the availability of soap and paper towel to ensure they do not run out.

Toilets, hand basins and kitchen facilities will be cleaned and disinfected daily.

Hand washing should be practiced by staff and children before preparing or eating food and after all dirty tasks such as toileting, cleaning up any items, wiping a nose, before and after administering first aid, playing outside or handling an animal.

Staff should maintain and model appropriate behaviour and encourage the children to adopt hygiene practices.

Education in proper practices should be conducted on a regular basis, either individually or as a group. Health and hygiene practices can be highlighted to parents, and also through information sheets or posters.

All staff must wear disposable gloves when in contact with blood, open sores or other bodily substances, clothes contaminated with bodily fluids or cleaning up a contaminated area. Staff must wash hands with soap and water after removing the gloves.

Staff with cuts, open wounds or skin disease such as dermatitis should cover their wounds and wear disposable gloves. Used gloves should be disposed of safely.

All surfaces will be cleaned with detergent after each activity and at the end of the day.

All contaminated surfaces will be disinfected.

All toys should be washed, cleaned and disinfected on a regular basis.

All material items such as towels, dress-ups and cushion covers will be laundered regularly.

Children should not share hats.

Each child will be provided with their own drinking and eating facilities.

Children will be reminded not to share drinks, utensils or use items that have been dropped on the floor.

All cups, plates and utensils will be washed in hot, soapy water and dishwasher packed and emptied daily.

All rubbish or left over food is to be disposed of immediately.

Lids must remain on the bins at all times and bins should be emptied daily.

Bins are labelled to avoid contamination and so rubbish is diposed of correctly.

CONSIDERATIONS:

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| **Education and Care Services National Regulations** | **National Quality Standard** | **Other Service policies/documentation** | **Other** |
| r77, 78, 79, 80 | Standard 2.1.3 | * Parent Handbook * Staff Handbook * Dealing with Infectious Diseases Policy | * Australian Dietary Guidelines for children and adolescents. * National [*Food Standards Code (FSANZ)*](http://www.foodstandards.gov.au/thecode/) * [*Food Act 2003 (NSW)*](http://www.legislation.nsw.gov.au/viewtop/inforce/act+43+2003+FIRST+0+N/) * [*Food Regulation 2010 (NSW)*](http://www.foodauthority.nsw.gov.au/industry/food-standards-and-requirements/legislation/foodregulation) * NRG@OOSH (Network of Community Activities) |

ENDORSEMENT BY THE SERVICE:

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| **Approval date: \_\_\_\_\_\_April 2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_\_\_\_August , 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

Nutrition, food and beverages, dietary requirements

POLICY STATEMENT:

*Our service* believes that good nutrition is essential for each child’s healthy growth and development. For this reason, the service will provide nutritious, good quality food that is consistent with the *Dietary Guidelines for Children and Young People in Australia.* We will aim toprovide arelaxed and enjoyable environment for children to eat their meals and snacks (“*My Time, Our Place”* 1.1). All food served at the service will be consistent with the child’s own dietary requirements, and take into consideration the children’s like and dislikes as well as meet any cultural requirements of families (“*My Time, Our Place”* 3.2). High standards of hygiene will be maintained throughout all food preparation.We will encourage the development of the children’s good eating habits through the modelling and reinforcing of healthy eating and nutrition practices by educators. Families will be encouraged to share recipes and traditions to enrich the variety and enjoyment of food by the children and support the children’s development of respect for and understanding of diversity (“*My Time, Our Place”* 1.3). Where possible we will seek out opportunities to learn about growing our own food and collaborate with children to produce our own opportunities to use food we have grown ourselves in our menu planning (“*My Time, Our Place”* 3.4).

PROCEDURE

* **Nutrition**
* A menu, developed using the principles set out in the Australian Dietary Guidelines for Children and Adolescents, will be on display for families and children at all times and be an accurate representation of the food and drink that is being served.
* All children’s individual needs such as allergies, cultural requirements, and health needs etc. will be addressed in the menus and families advised if they will be required to supply specific foods for their child.
* Food and drink consistent with the menuwill be provided for morning and afternoon tea as well as small nutritious snacks available as necessary.
* Fresh drinking water will be available at all times for the children and educators.
* During vacation care, families will be asked to provide their child’s lunch and drinks, unless otherwise stated on the program. No menu will be required where food and drink is not provided by the service.
* Children and families will be encouraged to share family and cultural traditions, ideas and recipes to contribute to the menu.
* Education of healthy eating habits will be developed through ongoing example, specific activities, notices, posters and information sheets to families.
* The denial of food will never be used as a punishment.
* Children’s cooking activities will be encouraged to develop life skills.
* Educators are required to attend regular professional development on nutrition and food safety practices and document changes to practice as a result.

**b) Food Safety**

* All food will be prepared and stored in a hygienic manner as per the current Australian New Zealand Food Standards.
* Opened food will be stored in tightly sealed containers, away from any chemicals.
* Kitchen equipment will to be cleaned and stored appropriately.
* Surfaces are cleaned and sanitised before and after food preparation and eating.
* All perishable foods will be stored in the refrigerator and the temperature should be monitored to ensure it is less than 5ºC.
* Children will be encouraged not to share their drinking and eating utensils.
* Tongs and spoons will be used for the serving of food. Where possible, educators will encourage children to serve their own food and drinks to encourage the development of their food handling skills as well as acknowledging their growing sense of independence.
* All cups, plates and utensils will be washed in hot, soapy water.
* Children should be seated while eating or drinking.
* Educators can choose whether to wear gloves or not provided that effective hand washing is being implemented. If gloves are used, care must be taken to avoid contaminating food by only using them for one continuous task and then discarding them. Gloves must be removed, discarded, hands washed and the gloves replaced with a new pair before handling food and before working with ready to eat food after handling raw food.
* Gloves must be removed and discarded after using the toilet, coughing, sneezing, using a handkerchief, eating, drinking or touching hair, scalp or body. They will then be replaced if food preparation continues.
* All rubbish or left over food is to be disposed of immediately in lidded bins and bins emptied daily and regularly cleaned with disinfectant.
* Containers are to be cleaned and stored appropriately to ensure pests are not able to contaminate them.
* Children will be encouraged to be involved in food preparation to assist them to have opportunities to learn more about hygiene practices when preparing food. This participation should always be supervised and an explanation provided to children on the reasons why hygienic conditions are maintained.
* The service will regularly review and evaluate food handling practices in line with current best practice guidelines from recognised authorities.
* The service will provide food handling and hygiene information to parents.

CONSIDERATIONS:

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| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Links to other Service Policies** | **Other Documentation/**  **Evidence** |
| S167  R77, 78, 79, 80, 109 | Standard 2.1  Elements 2.1.1, 2.1.2, 2.1.3 | * Dealing with Infectious Diseases Policy * Management of Animals Policy | * Australian Dietary Guidelines for children and adolescents. * National [*Food Standards Code (FSANZ)*](http://www.foodstandards.gov.au/thecode/) * [*Food Act 2003 (NSW)*](http://www.legislation.nsw.gov.au/viewtop/inforce/act+43+2003+FIRST+0+N/) * [*Food Regulation 2010 (NSW)*](http://www.foodauthority.nsw.gov.au/industry/food-standards-and-requirements/legislation/foodregulation) * NRG@OOSH (Network of Community Activities) * Parent Handbook * Staff Handbook * Menus |

ENDORSEMENT BY THE SERVICE:

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| **Approval date: 25/05/2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: 25/05/2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

Hazardous Materials

**POLICY STATEMENT**

We aim to provide an environment that is safe with no risk to the health and well being of the children, staff or parents. We will ensure that all activities undertaken while the service is in operation will not be potentially hazardous and that all hazardous materials will be stored appropriately.

**CONSIDERATIONS**

Occupational Health and Safety Act 2000

The Dangerous Goods Act 1975

Pesticides Act 1978

Pesticides Amendment (Records) Regulation 2001

**PROCEDURE**

Hazardous machinery, chemicals and activities which are likely to cause potential danger to children, staff or others in the Centre will not be used or undertaken while the service is in operation.

Should any pests or vermin be identified then action should be taken to rid the Centre of the problem by initially using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-chemical products.

Low irritant, environmentally friendly sprays to be used minimally and only with adequate ventilation, and preferably not in the presence of the children.

Aerosol cans such as spray paints etc. used for specific activities will only be used outside in a well ventilated area.

All staff will be made aware on initial orientation in the Centre, of any potentially dangerous products, which may pose a danger to the children and where these are stored.

All relief staff will also be made aware of the products and where they are stored.

All potentially dangerous products such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, first aid equipment, and medications will be stored in the appropriate containers, clearly labeled and stored in the designated secured area which is inaccessible to the children.

Staff are responsible to ensure that these areas remain secure and do not to inadvertently provide access to these items by the children.

Cleaning and hazardous products should not be stored close to foodstuffs or where storage of these food products might contaminate foodstuffs.

Staff should always read the label before use of any cleaning material, sprays or chemicals and be aware of appropriate first aid measures.

Education about dangerous products and their storage can be used to enhance both children’s and parents’ awareness of the topic. Activities, posters or newsletters can be undertaken to highlight the issue.

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| **Education and Care Services National Regulations** | **National Quality Standard** | **Other Service policies/documentation** | **Other** |
| r77, 78, 79, 80 | Standard 2.1 | * Parent Handbook * Staff Handbook * Dealing with Infectious Diseases Policy | * Australian Dietary Guidelines for children and adolescents. * National [*Food Standards Code (FSANZ)*](http://www.foodstandards.gov.au/thecode/) * [*Food Act 2003 (NSW)*](http://www.legislation.nsw.gov.au/viewtop/inforce/act+43+2003+FIRST+0+N/) * [*Food Regulation 2010 (NSW)*](http://www.foodauthority.nsw.gov.au/industry/food-standards-and-requirements/legislation/foodregulation) * NRG@OOSH (Network of Community Activities) |

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Sun Protection

**POLICY STATEMENT**

We aim to ensure that all children attending the Centre will be protected from harmful rays of the sun. All staff are to model appropriate sun protection behaviour and enforce the sun protection policy by wearing protective clothing and sunscreen on all exposed skin surfaces.

**CONSIDERATIONS**

Cancer Council recommendations regarding protection from the sun.

Regulation 168 (2)(a)

National Quality Standard 2.3

**PROCEDURE**

Children and staff should wear protective clothing when outside such as hats that protect their face, ears and neck, and shirts that cover their shoulders and necks.

Staff will direct children to wear hats for outdoor play.

Children who do not have a hat must play in a sheltered area. Staff are to enforce the ‘no hat shade play’ rule.

Children will not share hats. Children’s hats should not be stored in the same container. Where the Centre’s spare hats are used they are to be used only by one child. All spare hats must be washed before use by anyone else.

An SPF 30+, broad spectrum, water-resistant sunscreen will be made available at the Centre and applied to staff and children when exposed to the sun. During Vacation Care sunscreen will be made available for reapplication at morning tea, lunch and afternoon tea.

Parents will be informed of the sun protection policy on enrolling their child in the Centre.

During Vacation Care parents are encouraged to apply a sunscreen to their child prior to attending the Centre, and reminded to supply a suitable hat.

Where children have allergies or sensitivity to the sunscreen, parents will be asked to provide an alternative sunscreen, and the child encouraged to play in the sheltered areas.

The sun protection message should be reinforced throughout the program.

Activities are to be planned to avoid exposure to the sun between the hours of 10am and 3pm.

Outdoor activities will be held in shaded areas whenever possible.

Where shade is considered inadequate Management should be approached to provide additional shade cover.

The Centre will incorporate sun and skin protection awareness activities in the program and provide notices and posters about the topic.

All sun protection practices will be maintained while walking to and from school and on any excursions.

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| **Approval date: April 2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: April 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

## Management of Animals

POLICY STATEMENT

*Our Service* acknowledges that whilst animals are not a necessary part of the program, they can be a great source of enjoyment and stimulation for children. The opportunity for children to engage with animals offers children experiences that will enrich their understanding and appreciation of the natural environment and promote the development of their skills in caring for others. While pets and other animals can prove an effective inclusion into the children’s experiences whilst in care, they may also be a risk to children, therefore any animals that enter the service must be housed appropriately to minimise the risk of danger to the children. Strict supervision will be maintained to ensure the health and safety of the children and educators. Staff will ensure that everyone in the service treats all animals humanely and with respect.

PROCEDURES:

The decision to keep a pet or have an animal (or animals) visit the service will be made by the Coordinator, based on an observed need or value to the children. The Coordinator will inform families of the benefits and potential risks associated with animals in the service and the procedures relating to pets and children. The Coordinator will consult with parents to determine special considerations needed for children whose immunity is compromised, or who have allergies or asthma.

* **Educators will:**
* Wash hands after contact with animals, animal products or feed, or animal environments.
* Supervise human-animal contact, particularly involving the younger children.
* House animals in enclosed cages or under appropriate restraints.
* Not allow animals to roam/fly free, or have contact with wild animals/birds.
* Designate a specific area for contact with animals.
* Not allow food in animal contact areas; do not allow animals in areas where food and drink are prepared or consumed.
* Clean and disinfect all areas where animals have been present.
* Not clean animal cages or enclosures in sinks or other areas used to prepare food and drinks.
* Obtain appropriate veterinary care if and when necessary and ensure the animals are kept immunised, clean and free of intestinal parasites, fleas, ticks, mites, and lice.
* Ensure any bedding, toys, litter tray, food feeding container or water container used or consumed by animals is inaccessible to children.
* Prepare a weekly roster to ensure the animal is appropriately fed and cared for.
* Ensure that a procedure is in place for the care of animals over the weekend, public holidays, and school development days and/or during Vacation care - particularly if the service does not operate on these days. In this instance, it may be necessary for a staff member to take the animal home with them, or alternatively a family enrolled at the service may agree to care for the animal on these days.
* Remind children about the hygiene practices required for handling an animal and ensure the practices are followed.
* Maintain adequate supervision of the children and animals at all times.
* Follow the service’s policies in relation to risk assessment, providing a child safe environment and/or any incidents or injuries sustained as a result of an interaction with an animal.
* **Minimising risk to health and safety**

The mouths and claws of all animals carry bacteria that can cause infections in flesh around a bite, and eventually, if untreated, may spread into the bloodstream. The following preventative measures will be followed to help minimise risk to health and safety from contact with animals:

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

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

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

CONSIDERATIONS:

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| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Links to other Service Policies** | **Other Documentation/**  **Evidence** |
| S165, 167  R77, 109 | Standards 1.2, 2.1, 2.2, 3.1  Elements 1.2.1, 2.1.2, 2.2.1, 3.1.2 | * Administration of First Aid policy * Dealing with Infectious Diseases * Injury, Illness, Incident and Trauma policy * Providing a Child Safe Environment policy | * Staying Healthy in Child Care * Companion Animals Act 1998 * Prevention of Cruelty to Animals Act 1979 * Risk Assessments |

ENDORSEMENT BY THE SERVICE:

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| Approval date: 25/05/2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date for Review: 25/05/2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Nut Awareness Policy

**EBASCC IS A NUT FREE CENTRE**

**Policy Statement**

The aim of the Policy is to promote awareness amongst children and parents/caregivers about allergic reactions suffered by certain children after coming into contact with these products. The policy also aims to alert parents to the potential severity of ANAPHYLACTIC reactions and provide information on how parents can help prevent such reactions by being aware of which products to avoid.

**Information on Allergies –**

Many children have allergies if exposed, allergic reactions include hives, swollen eyes, wheezing and asthma symptoms. A few reactions however, are life threatening. Some children are severely allergic to PEANUT BUTTER, even a tiny amount could be fatal within minutes. Children who have severe allergies to such food substances are exposed to a health risk not only when peanut products are consumed in their environment or shared with them, but from residue left on toys, play surfaces and other equipment (cross-contamination). These children are termed ANAPHYLACTIC ie suffer from ANAPHYLAXIS

What is ANAPHYLAXIS? (A big word for a big reaction) ANAPHYLAXIS (pronounced ana-fil-ax-is) is the most severe form of an allergic reaction that can result in death. An anaphylactic (or full body shock) can occur within seconds of exposure to an allergen or it may occur as a delayed reaction several hours after exposure. Anaphylaxis is a critical medical emergency that requires immediate treatment with adrenaline by injection to prevent permanent injury or loss of life. (Adrenaline opens up the airways and blood vessels in the body).

Safety first at EBASCC, to ensure the safety of these children whilst attending Before and After School Care is to become peanut and nut allergen aware and to develop an environment that will minimize the risk of exposure to nut allergens. In the event that accidental exposure may occur, the child has an emergency response First Aid procedure in place. Avoidance of peanut/nut products is the cornerstone of management in preventing an anaphylactic reactions in a child suffering from a nut allergy Your Assistance is Vital Due to these health risks, we ask for your understanding and cooperation by not sending any snacks with your child containing NUT PRODUCTS. It is just a matter of double checking food labels before putting snacks in the child's lunchbox. **It is recommended that ALL NUTS should be avoided since most nuts are processed with peanuts and therefore cross contamination may occur**. It is also possible to have an allergy to more than one kind of nut. See end of this policy for a list of potential trigger foods. Coconut is not included, however many children may also be allergic to sesame seeds so please avoid these.

### Parent’s responsibilities

• Child must be informed of all allergies, if any, upon enrolment of a child.

• Parents of children with allergies must inform staff and clearly state on enrolment form. Information on whether or not a child wears Medic Alert

• Identification also needs to be provided

• Parents/caregivers of an anaphylactic child must make sure the appropriate medication is made available to the staff to use in the event of an emergency. All medication eg. Phenergan, Epipens used for the treatment of anaphylaxis must have clear instructions on a pharmacy label and stored in a secure location. All staff must know of it's location in the event of an emergency.

• Parents /caregivers must make arrangements with staff for medication to be taken on any excursions out of the Centre.

• Any suspicions of allergies the parents/caregivers have noted must be further investigated by a qualified practitioner.

• The staff must be notified of any changes to a child's condition that may affect their existing care at the Centre.

• The anaphylactic child should be encouraged by his/her family not to accept food from anyone other than their own family.

• All families will be asked not to send snacks containing nuts of any kind to EBASCC

• All children will be encouraged not to share food with each other and to sit down when eating.

• In the event that a child brings a snack containing nuts, the child may be asked to give the snack to a supervisor and then may take it home

• Staff will ensure any activities provided for the Centre will be nut free (eg. cooking or seed play).

• Any food not eaten is to be placed back in lunchboxes and bags

• Empty wrappers to be placed in bins provided

• Staff will ensure that any soaps and sunscreens used at the Centre are free from "nut oil" (eg. do not contain peanut or nut oil)

• EBASCC will display posters highlighting **– EBASCC IS A NUTFREE ZONE**

• Anaphylactic children need to be identified to any relief and volunteer workers who may help the centre from time to time and instructed what actions are to be taken in the event of an anaphylactic emergency.

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| **Approval date: 25 April 2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: 25 April 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

Head Lice Policy

When a Supervisor suspects a child has head lice, the supervisor -will act promptly, following the agreed procedure.

The first step is to request the child go to the office where the child will be privately told they may have head lice. A staff member will inspect the child's head and if head lice are evident (live lice and/or eggs) then the parents will be phoned immediately and asked to collect their child and to treat their child's head.

A general letter of notification will be given to all children in EBASCC, including the child who has been sent home. This letter also outlines health recommendation procedure for treating head lice.

While it is easy for children to get head lice, there can be a stigma attached to it. Mindful of this, any head lice occurrence is to be managed by all parties in a way that is respectful to the sensitivities of the situation and the individual child and their family.

Parents are expected to:

* regularly inspect their child's head to detect the presence of lice or lice eggs
* ensure their children do not attend school with untreated head lice
* notify the school if their child is affected and advise when treatment has begun

**POLICY STATEMENT**

 Head lice are an on-going challenge. It is contagious and untreated head lice can become very distracting and upsetting for children who are unable to concentrate in class due to the itchiness of their scalp.

It is critical to identify head lice early and take steps to eliminate it for the comfort of the children and to stop it spreading throughout the Centre and school. The best outcome is achieved when school staff and parents work in partnership.

Parents have prime responsibility for the detection and treatment of head lice.

Water Safety

**POLICY STATEMENT:**

EBASCC will plan experiences with appropriate levels of challenge where children will be encouraged to explore, experiment and take appropriate risks (“My Time, Our Place”, Outcome 4), including the use of water as a medium for play in both the outdoor and indoor environment and on excursions.

Water use will be supervised at all times to ensure the safety of children is a priority. The hygienic state of water will be assessed before it is used for children’s play. Drinking water will be accessible, hygienically stored and maintained.

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

Water Safety in relation to excursions

**PROCEDURES:**

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

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

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

### Definition of a body of water

EBASCC recognises the following locations as bodies of water:

* Swimming pools and /or water fun parks
* Wading pools
* Lakes
* Ponds
* The sea / ocean
* Creeks
* Dams
* Rivers
* Equipment used by EBASCC that could contain 5cm or more of water and would allow a child to submerge both nose and mouth at the same time.

### Water safety in relation to water-based activities within EBASCC

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

CONSIDERATIONS:

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| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Links to other Service Policies** | **Other Documentation/**  **Evidence** |
| S165, 167  R99, 100, 101, 102, 168 | Standard 2.2  Element 2.2.1 | * Providing a Child Safe Environment policy * Excursion policy | * My Time, Our Place. * Work, Health & Safety Act 2011. * Risk Assessments * Safety Checks * Authorisation Records |

ENDORSEMENT BY THE SERVICE:

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| **Approval date: August, 2016\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: August, 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

Administration of First Aid

**POLICY STATEMENT:**

EBASCC will provide and maintain a high level of care for children attending EBASCC.

EBASCC will ensure that necessary educators will be suitably qualified in emergency first aid management and that first aid equipment and support will be available to all children, Educators and visitors whilst at EBASCC and on excursions. Ideally, all Educators will undertake senior first aid, asthma management and anaphylaxis management training to ensure full and proper care of all is maintained (My Time Our Place 3).

**PROCEDURE:**

* The nominated supervisor is responsible for ensuring that a minimum of one educator who is currently qualified in senior first aid, asthma management and anaphylaxis management is present at EBASCC at all times it is educating and caring for children.
* EBASCC will endeavour to have all educators holding a current first aid qualification.
* A current first aid certificate or willingness to undergo training will be advertised for all new positions.
* EBASCC will budget for the cost of the first aid course or renewal for each educator as part of the training budget.
* A fully stocked and updated first aid kit will be kept in the designated secure place in EBASCC. Educators are to ensure that this is easily accessible to all educators and volunteers and kept inaccessible to the children.
* A separate travelling first aid kit will be also maintained and taken on all excursions and outdoor activities.
* The first aid kit will contain the minimum equipment suggested by the Red Cross or St John’s Ambulance and a first aid manual will be kept at the Centre.
* A cold pack will be kept in the freezer for treatment of bruises and swelling.
* An inventory of the kits will be maintained and checked on a minimum monthly basis and signed off by the Coordinator/Nominated Supervisor. The checklists may be requested for sighting by management or from the NSW regulatory authority.
* An educator will be designated the duty of maintaining the kits to ensure that they are fully stocked, and that all items are within the use by date.
* At orientation, educators and volunteers will be made aware of the first aid kit, where it is kept and their responsibilities in relation to it.
* Qualified first aiders will only administer first aid in minor accidents or to stabalise the victim until expert assistance arrives in more serious accidents.
* Telephone numbers of emergency contacts, local doctor and poisons Centre will be located next to the phone.
* In the event of an emergency, the educator administering the first aid must not leave the patient until emergency services or the parent arrives. A second educator should make all emergency calls.

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

1. Reassure the child
2. Assess the injury
3. Attend to the injured person and apply first aid as required.
4. Ensure that disposable gloves are used with any contact with blood or bodily fluids.
5. Ensure that all blood or bodily fluids are cleaned up and disposed of in a safe manner as per the infectious diseases policy.
6. Ensure that anyone who has come in contact with any blood or fluids washes their hands thoroughly in warm soapy water.
7. Record the incident and treatment given in the IIIT book (incident, injury, illness, and trauma) recording the following details:

* Name and age of child
* Date, time, and location of incident
* Description of injury and circumstances of how it occurred, including witnesses.
* Treatment given and name and signature of first aid attendant
* Details of any medical personnel contacted.
* Name and details of any parent or emergency contact notified or attempted to notify.
* Time and date of report and name and signature of a person making report
* Name and signature of nominated supervisor

1. Notify the parents either by phone after the incident if seen fit or on their arrival to collect the child.
2. Parental signature confirming knowledge of the accident report form will be gained at the soonest possible convenience.

* Where EBASCC has had to administer first aid and the incident is deemed serious as per Regulation 12,the Nominated Supervisor will ensure that the steps outlined in the “Management of Incident, Injury, Illness and Trauma” policy are followed and the Regulatory Authority is notified within 24 hours of either the incident or them becoming aware of the incident.

**CONSIDERATIONS:**

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| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Links to other Service Policies** | **Other Documentation/Evidence** |
| S167, 174  R85, 86, 87, 89, 90, 91, 97 | Standards 2.1 and 2.2  Elements 2.1.2 and 2.2.2 | * Medical Conditions and Administration of Medication * Providing a Child Safe Environment Policy * Excursion Policy * Management of Incident, Injury and trauma Policy | * Parent * Handbook * Staff * Handbook * My Time, Our Place Framework * Incident Reports * Risk Assessments |

**ENDORSEMENT BY THE SERVICE:**

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| **Approval date: \_25\_April 2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_25\_April 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# INCIDENT, INJURY, TRAUMA AND ILLNESS PROCEDURES

Management of incident, injury, illness & trauma

**POLICY STATEMENT**:

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

**PROCEDURE:**

### Enrolment Information

* Families are required to provide written consent for educators to seek medical attention for their child, if required, as part of the enrolment process. This will be recorded in the enrolment form.
* Families will be required to supply details of their preferred doctor, dentist, health fund and Medicare details.
* Educators will be required to supply two contact numbers in case of an emergency or accident.

### Incident, injury or trauma to a child whilst at EBASCC

* If a child, educator or visitor has an accident while at the Centre, an educator who holds a first aid certificate will attend them to immediately.
* Anyone injured will be kept under adult supervision until they recover and an authorised person takes charge of them.
* In the case of a major incident, injury, illness or trauma at EBASCC requiring more than basic first aid, the first aid attendant will:

1. Assess the injury, and decide whether the injured person needs to be attended to by a doctor or whether an ambulance should be called. The educator in charge or nominated supervisor will be advised of their decision.
2. If the injury is serious, the first priority is to get immediate medical attention. Families or emergency contacts should be notified straight away where possible. If not possible, there should be no delay in organising proper medical treatment.
3. Attend to the injured person and apply first aid as required.
4. Educators will ensure that disposable gloves are used with any contact with blood or bodily fluids as per the infectious disease policy.
5. Educators will stay with child until suitable help arrives, or further treatment taken.
6. The educators will try to make the child comfortable and reassure them that they will be ok and that their families have been called.
7. If an ambulance is required and the child is taken to hospital, an educator will accompany the child and take the child’s medical records with them.
8. Complete a centre accident report and a serious incident report for the regulatory authority.

Another educator will:

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

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

### Insurance Cover

* Children’s Accident Protection

Significant Benefits covered under this Section for a child or children who are registered and enrolled at EBASCC for child care at the time of the incident resulting in Injury, that requires treatment by a Qualified Medical Practitioner or other registered health care provider.

Death of the child;

Permanent Total Disablement;

Loss of use of hands, feet, limbs or loss of sight; and >

Breaks or fractures.

Additional Benefits Additional benefits may be payable in association with benefits We provide for:

Accommodation expenses;

Child care fees;

Cost of damaged clothing;

Parent and/or guardian loss of earnings and payment of child care fees; and Travel and ambulance expenses.

Dental • Loss or Damage to teeth, first (milk) or second (permanent) $500 per tooth and $3,000 in total any one claim (as of February 2019).

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

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

### Reporting of Serious Incident, Injury and Trauma

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

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

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

### Illness

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

CONSIDERATIONS:

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| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Other Service policies/documentation** | **Other** |
| S167, 174  R12, 77, 81, 85, 86, 87, 88, 89, 90, 91, 97, 98, 99, 109, 161, 162, 175, 176, 177 | Standards 2.1, 2.2, 3.1, 7.1  Elements 2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.3, 3.1.2, 7.1.2 | * Acceptance and Refusal of Authorisations Policy * Enrolment and Orientation Policy * Medical Conditions and Administration of Medication Policy * Providing a Child Safe Environment Policy * Administration of First Aid Policy * Risk Assessment Policy * Governance and Management Policy * Child Protection Policy * Dealing with Infectious Diseases Policy * Emergency and Evacuation Policy | * Work, Health and Safety Act 2011 * ACECQA “Frequently Asked Questions” * NSW Department of Health guidelines * Disability Discrimination Act 1975 * NSW Anti-discrimination Act 1977 * Staying Healthy in Child Care   (5thEdition)   * Parent Handbook * Staff Handbook * Enrolment records * Emergency procedures * Incident Report forms * Medication Records * Risk Assessments * Supervision Plans * Safety Checklists |

ENDORSEMENT BY THE SERVICE:

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| **Approval date: \_April 2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_April 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# DEALING WITH INFECTIOUS DISEASES

**POLICY STATEMENT:**

EBASCC will provide a safe and hygienic environment that will promote the health and wellbeing of the children (*“My Time, Our Place”* Outcome 3). We will take all reasonable steps to prevent and manage the spread of infectious diseases through the implementation of procedures that are consistent with guidelines of State Health Authorities.

**PROCEDURE:**

## Prevention

* Universal precautions will be consistently applied across EBASCC practices to ensure prevention of the spread of infections is effective.
* A regularly updated copy of the Department of Health guidelines on infectious diseases will be kept at EBASCC for reference by staff, management and families.
* If a child is showing symptoms of an infectious disease whilst at home, families are not permitted to bring the child to EBASCC. Children who appear unwell when being signed in by their family will not be permitted to be left at EBASCC.
* Hand washing will be practised by all educators and children upon entering EBASCC, before preparing or eating food and after all dirty tasks such as toileting, cleaning up any items, wiping a nose, before and after administering first aid, playing outside or handling an animal. In addition educators will wash their hands before leaving EBASCC.
* EBASCC will be cleaned daily and rosters maintained as evidence of the cleaning tasks being undertaken.
* All toilet facilities will have access to a basin or sink with running hot and cold water and soap and paper towel for washing and drying hands.
* Women and girls will have access to proper feminine hygiene disposal.
* Soap and paper towel will also be available in the kitchen area.
* All toilets, hand basins and kitchen facilities used by EBASCC will be cleaned and disinfected daily. General surfaces will be cleaned with detergent after each activity and at the end of the day and all contaminated surfaces will be disinfected.
* Toys will be washed, cleaned and disinfected on a regular basis with material items such as dress ups and cushion covers laundered as required but a minimum of quarterly.
* Educators will maintain and model appropriate hygiene practices and encourage the children to adopt effective hygiene practices. As part of children taking increasing responsibility for their own health and physical wellbeing, educators should acknowledge children who are modelling hygiene practices.
* Informal education in proper hygiene practices will be conducted on a regular basis, either individually or as a group through conversations, planned experiences, inclusion in EBASCC routines and reminders. Health and hygiene practices will be highlighted to parents, and where appropriate information sheets or posters will be used by educators to support these practices.
* Educators will aim to provide a non-judgmental approach to differences in hygiene practices and standards between families in order to support children’s developing sense of identity. Where practices differ to standards expected in EBASCC remind children that these are practices to be followed in EBASCC but they may be different for them at home.
* All educators will be advised upon appointment to the position to maintain their immunity to common childhood diseases, tetanus and Hepatitis B through immunisation with their local health professional

## Management

* Children and staff with infectious diseases will be excluded from EBASCC for the period recommended by the Department of Health.
* Where there is an outbreak of an infectious disease, each enrolled child’s family/emergency contact will be notified within 24 hours under ordinary circumstances. EBASCC will maintain confidentiality when issuing the notification and ensure it is not prejudicial or identify any children.
* In the event of an outbreak of vaccine-preventable disease at EBASCC or school attended by children EBASCC, parents of children not immunised will be required to stay at home for the duration of the outbreak, for their own protection.
* If a child develops symptoms of a possible infectious disease whilst at EBASCC, their family will be contacted to take the child home. Where they are not available, emergency contacts will be called to ensure the child is removed from EBASCC promptly.
* All staff dealing with open sores, cuts and bodily fluids shall wear disposable gloves and practice universal precautions.
* Staff with cuts, open wounds or skin diseases such as dermatitis should cover their wounds and wear disposable gloves.
* Disposable gloves will be properly and safely discarded and staff are to wash their hands after doing so.
* If a child has an open wound it will be covered with a waterproof dressing and securely attached.
* If bodily fluids or blood gets on the skin but there is no cut or puncture, wash away with hot soapy water.
* In the event of exposure through cuts or chapped skin, promptly wash away the fluid, encourage bleeding and wash in cold or tepid soapy water.
* In the event of exposure to the mouth, promptly spit it out and rinse mouth with water several times.
* In the event of exposure to the eyes, promptly rinse gently with cold or tepid tap water or saline solution.
* In the event of having to perform CPR, disposable sterile mouth masks are to be used, or if unavailable a piece of cloth. The staff person in charge of the first aid kit will ensure that a mask is available in the kit at all times.
* Any exposure should be reported to the Coordinator/Nominated Supervisor and management to ensure proper follow up procedures occur.
* When assisting children with toileting and nappy changing, staff will ensure that they wear gloves and wash their hands afterwards. They will also encourage the child to wash their hands.
* Staff will consider the resources they are using when assisting school age children when toileting to ensure they are age appropriate and ensure privacy for the child and ease of use by staff.
* Any soiled clothing shall be handled using disposable gloves and be placed in a sealed plastic bag for the parents to take home for laundering. EBASCC will never rinse soiled clothing.
* Any blood or bodily fluid spills will be cleaned up immediately, using gloves and the area fully disinfected. Cloths used in cleaning will be wrapped in plastic bags and properly disposed of according to current infection control guidelines.
* The Public Health Unit will be notified if any child contracts a vaccine-preventable disease.
* Payment of fees will be required for children during an outbreak of a vaccine-preventable disease, unless other arrangements discussed and agreed to by the management committee, have been made.
* The EBASCC Coordinator will at all times follow the recommendations as outlined in the Health Department document.
* The decision to exclude or re-admit a child or staff member will be the responsibility of the Coordinator based on the child’s symptoms, medical opinion and Department of Health guidelines for children who have an infectious disease or who have been exposed to an infectious disease.
* The Coordinator or staff members have the right to refuse access if concerned about the child’s health.
* Children and staff with diarrhoea will be excluded for 24 hours after the symptoms have disappeared or after a normal stool.
* A doctor’s clearance certificate will be required for all infectious diseases such as measles, mumps diphtheria, hepatitis A, polio, tuberculosis, typhoid and paratyphoid before returning to EBASCC.

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

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

CONSIDERATIONS:

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| **Education and Care Services National Law & Regulations** | **National Quality Standards& Elements** | **Links to other Service Policies** | **Other Documentation/ Evidence** |
| S167  R85, 86, 87, 88, 90, 91, 92, 93, 95, 96 | Standard 2.1  Element 2.1.2 | * Enrolment and Orientation, Providing a Child Safe Environment, Incident, Injury, Illness and Trauma, Medical Conditions and Administration of Medication, Confidentiality Policies | * Disability Discrimination Act 1975 * NSW Anti-discrimination Act 1977 * Work Health and Safety Act 2011 * Staying Healthy in Child Care (5thEdition) * NSW Dept. of Health guidelines * Parent Handbook * Staff Handbook |

ENDORSEMENT BY THE SERVICE:

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| **Approval date: \_\_April 2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_April 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

Dealing with Medical Conditions and Medication Administration

POLICY STATEMENT:

*Our service* will work closely with children, families and where relevant schools and other health professionals to manage medical conditions of children attending the service. We will support children with medical conditions to participate fully in the day to day program in order to promote their sense of well being, connection and belonging to the service (“*My Time, Our Place”* 1.2, 3.1). Our educators will be fully aware of the nature and management of any child’s medical condition and will respect the child and the family’s confidentiality (*“My Time, Our Place”* 1.4). Medications will only be administered to children in accordance with the National Law and Regulations.

PROCEDURE:

* **Dealing with medical conditions**
* Families will be asked to inform the service of any medical conditions the child may have at the time of enrolment. This information will be recorded on the child’s enrolment form.
* Upon notification of a child’s medical condition, the service will provide the family with a copy of this policy in accordance with regulation 91.
* Specific or long term medical conditions will require the completion of a medical management plan developed in conjunction with the child’s doctor and family.
* It is a requirement of the service that a risk minimisation plan and communication plan is developed in consultation with the child’s family. The Coordinator will meet with the family and relevant health professionals as soon as possible prior to the child’s attendance to discuss the content of the plan to assist in a smooth and safe transition of the child into the service.
* Content of the management plan will include:
* Identification of any risks to the child or others by their attendance at the service.
* Identification of any practices or procedures that need adjustment at the service to minimise risk e.g. food preparation procedures.
* Process and time line for orientation or training requirements of educators.
* Methods for communicating between the family and educators if there are any changes to the child’s medical management plan.
* The medical management plan will be followed in the event of any incident relating to the child’s specific health care need, allergy or relevant medical condition. All educators including volunteers and administrative support will be informed of any special medical conditions affecting children and orientated regarding the necessary management. In some cases specific training will be provided to educators to ensure that they are able to effectively implement the medical management plan.
* Where a child has an allergy, the family will be asked to supply information from their doctor explaining the effects if the child is exposed to whatever they are allergic to and to explain ways the educators can help the child if they do become exposed.
* Where possible the service will endeavour to not have that allergen accessible in the service.
* All medical conditions including food allergies will be placed on a noticeboard near the kitchen area out of the sight of general visitors and children. It is deemed the responsibility of every educator at the service to regularly read and refer to the list.
* All relief educators will be informed of the list on initial employment and provided orientation on what action to take in the event of a medical emergency involving that child.
* Where a child has a life threatening food allergy and the service provides food, the service will endeavour not to serve the particular food allergen in the service when the child is in attendance and families will be advised not to supply that allergen for their own children. Families of children with an allergy may be asked to supply a particular diet if required (e.g. soy milk, gluten free bread).
* Where it is necessary for other children to consume the particular food allergen (e.g. milk or other dairy foods) the child with a food allergy will be seated separately during meal times and all children will wash their hands before and after eating.
* Where medication for treatment of long term conditions such as asthma, diabetes, epilepsy, anaphylaxis or ADHD is required, the service will require an individual medical management plan from the child’s medical practitioner or specialist detailing the medical condition of the child, correct dosage of any medication as prescribed and how the condition is to be managed in the service environment.
* In the event of a child having permission to self medicate this must be detailed in an individual medical management plan including recommended procedures for recording that the medication has been administered. The doctor must provide this plan. In one off circumstances the service will not make an exception to this rule and will require the families to complete the procedure for the educators to administer the medication.
* **Administration of Medication**
* Prescription medication will only be administered to the child for whom it is prescribed, from the original container bearing the child’s name and with a current use by date. Non-prescription medication will not be administered at the service unless authorised by a doctor.
* Educators will only administer medication during services operating hours.
* Permission for a child to self medicate will be administered with the families written permission only, or with the verbal approval of a medical practitioner or parent in the case of an emergency.
* In the event that a case of emergency requires verbal consent to approve the administration of medication, the service will provide written notice to the family as soon as practical after administration of the medication.
* An authorisation is not required in the event of an asthma or anaphylaxis emergency however the authorisation must be sought as soon as possible after the time the parent and emergency services are notified
* Families who wish for medication to be administered to their child or have their child self administer the medication at the service must complete a medication form providing the following information;
  + - Name of child
    - Name of medication
    - Details of the date, time and dosage to be administered. (General time, e.g. lunchtime will not be accepted.)
    - Where required, indicate if the child is allowed to administer the medication themselves or have an educator do it.
    - Signature of family member
* Medication must be given directly to an educator and not left in the child’s bag. Educators will store the medication in a designated secure place, clearly labelled and ensure that medication is kept out of reach of children at all times.
* If anyone other than the parent is bringing the child to the service, a written permission note from the parent, including the above information, must accompany the medication.
* An exception to the procedure is applied for asthma medication for severe asthmatics in which case the child may carry their own medication on their person with parental permission. Where a child carries their own asthma medication, they should be encouraged to report to an educator their use of the puffer as soon as possible after administering and the service maintain a record of this medication administration including time, educator advised and if the symptoms were relieved.
* Before medication is given to a child, the educator (with current First Aid Certificate) who is administering the medication will verify the correct dosage for the correct child with another educator who will also witness the administration of the medication.
* After the medication is given, the educator will record the following details on the medication form: Name of medication, date, time, dosage, name and signature of person who administered and name and signature of person who verified and witnessed.
* Where a medical practitioner’s approval is given, educators will complete the medication form and write the name of the medical practitioner for the authorisation.

CONSIDERATIONS:

|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Care Services National Law & Regulations** | **National Quality Standards and Elements** | **Links to other Service Policies** | **Other Documentation/Evidence** |
| r90-96, 178, 181-184  s167 | Standards 2.1 and 2.2  Elements 2.1.2 and 2.2.1 | * Enrolment and Orientation Policy * Providing a Child Safe Environment Policy * Management of Incident, Injury, Illness and Trauma policy * Administration of First Aid policy * Supervision Policy | * Disability Discrimination Act 1975 * NSW Anti-discrimination Act 1977 * Work Health and Safety Act 2011 * Individual Medical Management Plans and corresponding resources. * My Time, Our Place. * Service Handbook * Child Enrolment Forms * Medication Authorisation Records |

ENDORSEMENT BY THE SERVICE:

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| --- |
| **Approval date: \_\_25/05/2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_25/05/2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# DEALING WITH MEDICAL CONDITIONS IN CHILDREN

## DEATH OF A CHILD

**POLICY STATEMENT**

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

**CONSIDERATIONS**

NSW Department of Community Services Guidelines

**PROCEDURE**

*The death of a child must be reported to:*

* An ambulance service.
* The police.
* The Coordinator.
* WorkCover.
* The Department of Community Services.
* The Management Committee.

Clear emergency procedures should be maintained for the other children at the Centre.

The Centre will notify the parent / guardian that a serious incident has happened and advise them to contact the relevant medical agency.

This information should be provided in an extremely sensitive manner.

It is not the role of the Centre to inform the parent / guardian that their child has died.

A detailed report should be given as soon as possible.

Counselling will be made available for all children and staff.

Illness and Infectious Diseases

**POLICY STATEMENT**

We aim to provide a safe and hygienic environment that will promote the health of the children. As the care needs of a sick child cannot be met without dramatically reducing the general level of supervision of the other children or risking other children’s health, parents will be asked not to bring sick children to the Centre and to collect children who are unwell.

All care and consideration will be given to the child who becomes ill while at the Centre. Children with infectious diseases will be excluded from the Centre for the period recommended by the Department of Health.

**CONSIDERATIONS**

Department of Health guidelines

Department of Education guidelines

**PROCEDURE**

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

* Sleeps at unusual times, is lethargic.
* Has a fever over 38oC.
* Is crying constantly from discomfort.
* Vomits or has diarrhea.
* Is in need of constant one-to-one care.
* Has an infectious disease.

If a child is unwell at home parents will be asked not to bring the child to the Centre.

If a staff member is unwell they should not report for work. Staff should contact the Centre as soon as possible to inform them that they are unable to attend work.

If a child becomes ill or develops symptoms at the Centre the parents will be contacted to take the child home.

If a staff member becomes ill or develops symptoms at the Centre they can return home if able or organise for someone to take them home. The Coordinator will organise a suitable replacement as soon as possible.

The child who is ill will be comforted, cared for and placed in a quiet isolated area with adult supervision until the child’s parent or other authorised adult takes them home.

If the child has a fever the parents will be informed and asked for permission to give paracetamol. Paracetamol will not be given without permission.

During a fever other methods will be employed to bring the child’s temperature down until the parents arrive or help is sought. Such methods include: clothes removed as required, clear fluids given, tepid sponges administered.

If a child’s temperature is very high, cannot be brought down and parents cannot be contacted, the child’s doctor will be contacted and permission sought to give paracetamol. If the situation becomes serious the child will be taken to the doctor or an ambulance called.

Infectious diseases

Children and staff will be excluded from the Centre if they are ill with any contagious illness. This includes diarrhea and conjunctivitis.

The period of exclusion will be based on the recommendations outlined by the Department of Health.

The decision to exclude or re-admit a child or staff member will be the responsibility of the Coordinator based on the child’s symptoms, medical opinion and Department of Health guidelines for children who have an infectious disease or who have been exposed to an infectious disease.

The Coordinator or staff members have the right to refuse access if concerned about the child’s health.

Children with diarrhea will be excluded for 24 hours after the symptoms have disappeared or after a normal stool.

A doctor’s clearance certificate will be required for all infectious diseases such as measles, mumps diphtheria, hepatitis A, polio, tuberculosis, typhoid and paratyphoid before returning to the Centre.

Parents will be informed about the illness and infectious diseases policy on enrolment.

A regularly updated copy of the Department of Health guidelines on infectious diseases will be kept attached to the illness and infectious disease policy for reference by staff, management and made available to parents on request.

The Coordinator will follow the recommendations as outlined in the Health Department document.

Parents will be informed about the occurrence of an infectious disease in the Centre ensuring that the individual rights of staff and children are not infringed upon.

All staff will ensure proper hygiene practices are carried out as outlined in the Hygiene policy.

Under the provisions of the Public Health Act 1991 and Regulation, doctors, hospital chief executives (or general managers), pathology laboratories, directors of childcare centres and school principals are required to notify the following diseases:

* Diphtheria.
* Measles.
* Mumps.
* Pertussis (Whooping Cough).
* Poliomyelitis.
* Rubella (German Measles).
* Tetanus.

Notification requested by phone, if possible.

*Notification Mechanisms for infectious diseases:*

* Infectious diseases should be directed to the local Public Health Unit, and should be notified within 24 hours of diagnosis.
* All infectious diseases notification forms are available from Public Health Units
* Notify principal.

Managing a child with acute fever

**Policy Statement**

To protect the health and wellbeing of all children, parents and staff within the Service. The Service will facilitate effective care and management of children who are taking medications for health problems, prevention and management of acute episodes of illness or medical emergencies by the safe administration of medication, particularly in relation to children who develop acute fever while in care.

**Background Information**

There is limited evidence that paracetamol is effective in lowering fever in a child compared to cooling the child and providing fluids. Children can generally tolerate fever under 38.5 C. It is more important to ensure the child is not dehydrated.

**Procedures:**

Should a staff member suspect a child has a temperature a digital thermometer under the child’s arm will be used. A normal temperature taken under the arm is a little more than 36 C.

1. Should a child have a temperature of 38 C or above, methods to lower the temperature such as tepid sponging (with luke warm water), removal of excess clothing, fanning the child and the administration of fluids to prevent dehydration will be used.
2. Parents/guardians or emergency contacts will be telephoned and staff will notify them of the child’s condition. Staff will ask whether the child has been given paracetamol earlier in the day. The parent/guardian will be required to collect the child from the service as soon as possible. Staff will advise the parent/guardian to take the child to the doctor.
3. Should a child have a fever accompanied by abnormal behaviours or symptoms or signs that indicate a possible severe illness (such as lethargy, drowsiness, severe or prolonged coughing, wheezing, difficulty breathing, unusual irritability or crying).

**Policy Statement**

The service will facilitate effective care and health management of children who have epilepsy and the prevention and management of acute episodes of illness and medical emergencies.

**Background Information**

* The prevalence of epilepsy in children under 14 years is 4-8 per 100 children. It is important to provide appropriate care for children with epilepsy in the child care setting to minimise risks to their health and safety and optimise their behavioural and academic development.
* Epilepsy is a disorder of the nervous system characterised by seizures. A seizure is not necessarily the result of epilepsy but can be caused by head injury, high fever, brain tumour, poisoning, drug overdose, stroke, infection or anything which severely impairs supply of oxygen or blood to the brain.
* The management of seizures is irrespective of the cause.
* Seizures range from a mild blackout called a simple partial seizure to sudden uncontrolled muscular spasms.
* A child having an epileptic seizure may:

1. suddenly cry out
2. fall to the ground and lie rigid for a few seconds
3. have a congested and blue face and neck
4. have jerky, spasmodic muscular movements
5. froth at the mouth
6. bite the tongue
7. lose control of bladder or bowel

**Procedures:**

Services will:

1. Ensure families provide information on the child’s health- mediations, allergies, Managing Children with Epilepsy First Aid Action Plan completed by a doctor following enrolment and prior to the child starting at the service.
2. Ensure regulations and other guidelines are adhered to-administration of medication and first aid.
3. In any case where a child is having an epileptic seizure, staff will follow the child’s Managing Children with Epilepsy First Aid Action Plan. If this is not available then primary contact staff will:

* Not try to restrain the child
* Not put anything in the mouth
* Protect the child from obvious injury- remove any furniture/objects
* Place something soft under the head and shoulders after the convulsion primary contact staff will
* Follow St John Ambulance DRABC Action Plan
* Place the child on their side in the recovery position as soon as possible to keep the airway clear.
* Manage injuries resulting from the seizure
* Not disturb the child if he/she falls asleep but continue to check ABC
* “000” will be called for an ambulance and the family will be notified

1. In the event of a seizure staff will take note of the time seizure commenced, type of seizure i.e eyes flickering or convulsions (if they are convulsions what side of the body they started on). This information will be shared with the family and ambulance officers for further assessment by the doctor at the hospital.
2. Notify principal with the below document.

Individual medical conditions- managing a child with asthma

**Policy Statement**

The Service will facilitate effective care and health management of children with asthma and the prevention and management of acute episodes of illness and emergencies.

**Background information**

* Asthma is a condition in which the bronchi (air tubes of the lungs) go into spasm and become narrower. Excess mucous is produced, causing the person to have difficulty breathing. Asthma is particularly common in children.
* Signs and symptoms may be unable to get air, progressively more anxious, short of breath, subdued or panicky, focussed only on breathing, coughing, wheezing, blue around lips, earlobes and fingertips, or unconscious.

**Procedures:**

1. Services will:
   * Ensure families provide information on the child’s health- medications, allergies, Asthma plan
   * Ensure regulations and other guidelines are adhered to- administration of medication and first aid.
   * In any case where a child is having an acute asthmatic attack staff will: administer first aid according to the child’s Asthma Plan, a doctor’s instructions or a trained primary contact staff member who has completed basic asthma awareness training. If these are not available then primary contact staff will administer basic first aid.
   * “000” will be called for and ambulance and family notified.
2. Staff will be aware of aspects of the outdoor environment that may be triggers for asthma including but not limited to dust, plants, mildew, chemicals, glue, paint, animals.
3. After staff become aware of asthma triggers they are to remove the trigger or remove the child from any risk of exposure of the triggers.

Managing a child with epilepsy

### What is epilepsy in children?

Epilepsy is a brain condition that causes a child to have seizures. It is one of the most common disorders of the nervous system. It affects children and adults of all races and ethnic backgrounds.

The brain consists of nerve cells that communicate with each other through electrical activity. A seizure occurs when one or more parts of the brain has a burst of abnormal electrical signals that interrupt normal brain signals. Anything that interrupts the normal connections between nerve cells in the brain can cause a seizure. This includes a high fever, high or low blood sugar, alcohol or drug withdrawal, or a brain concussion. But when a child has 2 or more seizures with no known cause, this is diagnosed as epilepsy.

There are different types of seizures. The type of seizure depends on which part and how much of the brain is affected and what happens during the seizure. The 2 main categories of epileptic seizures are focal (partial) seizure and generalized seizure.

### What causes a seizure in a child?

A seizure can be caused by many things. These can include:

* An imbalance of nerve-signalling brain chemicals (neurotransmitters)
* Brain tumour
* Stroke
* Brain damage from illness or injury

A seizure may be caused by a combination of these. In most cases, the cause of a seizure can’t be found.

### What are the symptoms of a seizure in a child?

Your child’s symptoms depend on the type of seizure. General symptoms or warning signs of a seizure can include:

* Staring
* Jerking movements of the arms and legs
* Stiffening of the body
* Loss of consciousness
* Breathing problems or stopping breathing
* Loss of bowel or bladder control
* Falling suddenly for no apparent reason, especially when associated with loss of consciousness
* Not responding to noise or words for brief periods
* Appearing confused or in a haze
* Nodding head rhythmically, when associated with loss of awareness or consciousness
* Periods of rapid eye blinking and staring

During the seizure, your child’s lips may become tinted blue and his or her breathing may not be normal. After the seizure, your child may be sleepy or confused.

The symptoms of a seizure may be like those of other health conditions. Make sure your child sees his or her healthcare provider for a diagnosis.

### Key points about epilepsy and seizures in children

* A seizure occurs when one or more parts of the brain has a burst of abnormal electrical signals that interrupt normal signals
* There are many types of seizures. Each can cause different kinds of symptoms. These range from slight body movements to loss of consciousness and convulsions.
* Epilepsy is when a person has 2 or more seizures with no known cause.
* Epilepsy is treated with medicine. In some cases, it may be treated with VNS or surgery.
* It’s important to avoid anything that triggers seizures. This includes lack of sleep.

Dear Principal

I wish to notify Eastwood Public School regarding the following:

**Person Details:**

1. *Student Name, DOB, School Year or*
2. *Employee Name, DOB*

**Notification Type (please tick):**

* Accident or Injury to Student (please attach detailed written accident report)
* Accident or Injury to EBASCC employee (please attach detailed written accident report)
* Accident or Injury to Visitor (please attach detailed written accident report)
* Employee referred to OR charged by Police in relation to a disqualifying offence within the meaning of Schedule 2 of the CP Act
* Employee found guilty of a disqualifying offence within the meaning of Schedule 2 of the CP Act
* Student safety, wellbeing or welfare concern
* Incidence of infectious disease (or suspected infectious disease) student or EBASCC employee
* Incidence of head lice

Please provide detailed information relating to the notification above (please include Date, Time, Location, Concern, Action taken). *If notification is regarding an accident then please attach a detailed accident report.*

Completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name of EBASCC Employee

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature of EBASCC Employee

* Notification reported to EBASCC Co-ordinator

CONSIDERATIONS:

|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Care Services National Regulations** | **National Quality Standard** | **Other Service policies/documentation** | **Other** |
| r90-91, 92-96, 178, 181-184  Law s167, 173 | Standards 2.1, 6.2 and 6.3 | * Parent Handbook * Staff Handbook * Enrolment and Orientation Policy * Providing a Child Safe Environment Policy * Management of incident, Injury, Illness and Trauma policy * Administration of First Aid policy | * Disability Discrimination Act 1975 * NSW Anti-discrimination Act 1977 * Work Health and Safety Act 2011 * Individual Medical Management Plans and corresponding resources. * My Time, Our Place. |

ENDORSEMENT BY THE SERVICE:

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| **Approval date: April 2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: April 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# EMERGENCY AND EVACUATION

POLICY STATEMENT:

*Our service* will provide an environment that ensures the safety and wellbeing of the children at all times (“*My Time, Our Place”* 1.1, 3.1). All children and educators will be aware of, and practised in emergency and evacuation procedures. In the event of an emergency, natural disaster or threats of violence these procedures will be immediately implemented. In implementing drills of emergency procedures with children, educators will encourage children to discuss possible scenarios where emergency procedures may be required and support children to come up with solutions and ideas for improving the procedures or discussing ways to avert emergency situations (*“My Time, Our Place”* 4.2).

PROCEDURE:

* A risk assessment will be conducted by educators and management annually to review and refine emergency procedures and to assess potential emergencies relevant to the service in accordance with National Regulations.
* Emergency evacuation procedures and floor plans will be clearly displayed in a prominent position near the main entrance and exit of each room used by the service.
* All educators, including relief staff, will be informed of the procedures and their specific duties identified in their orientation to the service. Educators will make arrangements as to duties undertaken in the absence of other educators.
* Educators will discuss the emergency procedures with the children and the reasons for practising the drills prior to each emergency drill being undertaken. Following each drill, children should be reassured and their suggestions and comments welcomed for how the drill might be improved to provide them with a sense of control and understaocess.
* Children and educators will practice the emergency procedures every 3 months in accordance with National Regulations, in all types of care,nding of the pr before school, after school and at the beginning of vacation care.
* All emergency drills will be recorded with date, time and length of time it took to leave building. Additional comments on recommendations for improvements can also be included in the record.
* Drills will be conducted more regularly when there are new children such as at the beginning of a new year and during vacation care.
* Families will be informed of the procedures and assembly points in the parent handbook.
* No child or educator is to go to their bags to collect personal items during an emergency evacuation. This would lead to confusion and delays.
* The service will maintain a fire blanket and smoke detectors and have them checked regularly as per the manufacturers instructions.
* Fire extinguishers will be installed and maintained in accordance with Australian Standard 2444. Educators will be instructed in their operation.
* Educators will only attempt to extinguish fires if the fire is small, there is no threat to their personal safety and they feel confident to operate the extinguisher and all the children have been evacuated from the room.
* Educators should be aware of bush fire danger and if relevant have appropriate training on the necessary procedures***.* SERVICES IN BUSH FIRE PRONE AREAS MUST HAVE A PLAN.**
* The Local Fire Authority should be contacted for advice and training on fire safety and this plan included in your procedures.
* Any serious incidents will be reported to the Regulatory Authority within 24 hours or as soon as possible.

**The evacuation plan will include:**

* + Routes of leaving the building that are suitable for all ages and abilities. These should be clearly mapped out.
  + Plan of where the fire extinguishers are located displayed in a public place.
  + A safe assembly point away from access of emergency services.
  + An alternative assembly area in case the first one becomes unsafe.
  + List of items to be collected and by whom.
  + List of current emergency numbers.
  + Each educator’s duties in the emergency.

**Educators will be nominated to:**

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

## HARASSMENT AND THREATS OF VIOLENCE

If a person/s known or unknown to the service harasses or makes threats to children or educators at the service, or on an excursion, educators will:

* + Calmly and politely ask them to leave the service or the vicinity of the children.
  + Be firm and clear and remember your primary duty is to the children in your care.
  + If they refuse to leave, explain that it may be necessary to call the police to remove them.
  + If they still do not leave, call the police.
  + If the Responsible Person is unable to make the call another educator should be directed to do so. Educators should liase with team members in advance to determine a code phrase that will alert another team member to a threat situation arising and prompt them to contact police. This should be something that will not draw attention to the situation by the offender and something only the staff are aware of, for example ‘please put the playstation on for the children’ as only staff will know that the service does not actually have one.
  + Where possible, educators must endeavour to calmly move the children away from the person and this may be achieved quickly with the use of another code phrase that will encourage word of mouth transmission between children to move quickly from the area to another safer environment without causing them alarm (as an example, the reminder to a child that ice cream is being served today at a specified location for all children).
  + No educator should attempt to physically remove the unwelcome person, but try to remain calm and keep the person calm as far as possible and wait for the police.
  + Educators should be aware of any unfamiliar person on the premises and find out what they want as quickly as possible and try to contain them outside the service.

CONSIDERATIONS:

|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Links to other Service Policies** | **Other Documentation/**  **Evidence** |
| S167, 170, 171, 174  R85, 86, 87, 89, 97, 98, 99, 100, 175, 176 | Standard 2.1, 2.2  Elements 2.1.2, 2.2.1, 2.2.2 | * Providing a Child Safe Environment Policy * Excursion Policy * Authorisations and Refusals Policy * Delivery and Collection of Children Policy * Administration of First Aid Policy * Risk Assessment Policy | * My Time, Our Place Framework * Network *OSHC Code of Professional Standards*. * Work, Health and Safety Act (2011). * Parent Handbook * Staff Handbook * Emergency Evacuation Plans * Record of drills * Report of serious incidents to DEC. |

ENDORSEMENT BY THE SERVICE:

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| **Approval date: 25/05/2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: 25/05/2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# DELIVERY AND COLLECTION OF CHILDREN

**POLICY STATEMENT:**

EBASCC will ensure that children arrive at and leave EBASCC in a manner that safeguards their health, safety and wellbeing. Educators will manage this by adhering to clear procedures regarding the delivery and collection of children, ensuring that families understand their requirements and responsibilities and accounting for the whereabouts of children at all times whilst in EBASCC’S care.

Delivery of Children:

* Children are not to be left at EBASCC unattended at any time prior to the opening hours of EBASCC.
* Any person delivering a child to EBASCC must use the log in register located on the table using the Qik Kids electronic sign in and out and record the time of arrival in the am and then collection using log in details which will be assigned on enrolment.
* Educators will be aware of each child’s arrival at EBASCC and exchange information with the person delivering the child such as who will be collecting the child.
* If a child requires medication to be administered whilst at EBASCC, the person delivering the child must document this in writing as per EBASCC’s Management of Medical Conditions and Administration of Medication procedures.
* Kindy Pickup; EBASCC staff will pick up Kindy children from their teachers at 3:10pm as per our license agreement with the Department of Education. Term three, all kindy children will walk to EBASCC as per instruction from their teacher.

Collection of Children:

* Children must be collected by the closing time of EBASCC.
* Any person who is collecting a child from EBASCC must be listed as an authorised nominee on the child’s enrolment form with their contact details. The collection list must be kept current and updated on a regular basis.
* The authorised nominee who is collecting a child must log in using the attendance register and record the time of collection.
* Educators will be aware of each child’s departure from EBASCC to ensure children are only collected by an authorised nominee listed on their collection list.
* Educators should be notified as soon as possible if the authorised nominee will be later than expected and the child will be informed to avoid unnecessary anxiety.
* If a person who is not authorised arrives to collect a child, written authorization in the form of an email or text will be sought from an authorised nominee before the child is able to leave EBASCC. The Coordinator will also request identification from the person collecting the child.

In the case of an emergency where a child’s authorised nominees cannot collect the child and someone not on the collection list will be collecting the child, EBASCC must be notified by phone as soon as possible by an authorised nominee. Written authorisation should be gained where possible however verbal consent and an identification check will be sufficient in the case of an emergency.

Late Collection of Children

* **A late fee of $15 will be charged to 6:30pm, then $2 per minute after 6:30pm.**
* If a child is not collected after closing at 6:15pm and a parent or any emergency contact person nominated on the enrolment from cannot be contacted, the staff will have no alternative except to place the child in the care of the police at Eastwood Police Station (98585944) until contact can be made with a parent or emergency contact person.

**POLICY STATEMENT**

At EBASCCwe understand that emergencies happen but due to our licensing restrictions, insurance policy conditions, ratios in our Regulations and the commitments of our Educators after their working hours, we cannot offer supervision past 6:15pm.

**PROCEDURE**

* EBASCC closes at 6:15pm sharp during school terms and vacation care periods.
* A $15.00 fee will be charged to the family if they collect their child/ren between 6:15pm and 6:30pm. *Please note that these fees apply per child.*
* From 6:30pm, families will be charged $2.00 every minute thereafter. *Please note these fees apply per child.*
* Each time a child is collected late, a warning letter is sent home to the family stating the date the child was collected, the number of times they have been late for pick up and the amount they owe.

**LATE PAYMENT OF FEES**

After receiving two warning letters the following procedure will apply

**3rd Late occurrence:** Family/caregiver will have a meeting with the Centre Director to discuss options for earlier pick up. They will be an additional fee of $50.00 on top of their late fee.

**4th Late occurrence**: If the family are late they will be additional fee of $100 on top of their late fee.

**5th Late occurrence**: Care will be cancelled and child/ren placed on waiting list until all overdue fees are paid in full

Should a family subsequently gain a position in the Centre they will commence with a status of 2 late occurrences.

*Please note* if a parent has a permanent booking the two week cancellation policy still apply.

**Vacation care**

Vacation care is a short period consisting of two – five weeks. The late fee procedure for

vacation care consists of:

* After receiving 2 warning letters a meeting will be held with the parent/caregiver and a $50.00 fine on top of the late fee.
* 3rd Late occurrence: termination of vacation care.

**Note:** No fees will be given back to parents for termination of vacation care.

Any unforeseen circumstances will need to have adequate documentation, including a statutory declaration. Which will be considered in determining whether further action will be taken.

**CONSIDERATIONS:**

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| --- | --- | --- | --- |
| **Date written:** | October 2015 | **Date of Committee Approval:** |  |
| **Last review by:** | May 2019 | **Next review date:** | August 2021 |
| **Prepared By:** | Linda Marinovic | **Frequency of Review:** | 2 years |

|  |  |  |  |
| --- | --- | --- | --- |
| National Law & Regulations | National Standards | Other supporting documents | Other |
| Regulation 99 | 4.1.1 | Parent information handbook |  |
|  |  | Enrolment pack |  |
|  |  | Code of Ethics (ECA) |  |

Absent and Missing Children:

* Families are required to notify educators as early as possible if children will be absent from EBASCC. Educators will record the absences in an appropriate place where other educators will be aware of the information.
* Families will be informed of their notifying responsibilities upon enrolment and through the parent handbook.
* If a child only attends after school care the families must notify educators when a child has returned from an absence so they know to expect the child at EBASCC.
* Should a child not arrive at EBASCC or not be waiting in the designated area when expected, educators will:
* Ask the other children of their knowledge of where the child might be.
* Approach the school office and ask for information regarding the child’s attendance at school.
* If the child was absent from school, call the child’s authorised nominees at a suitable time to remind them of their notifying responsibilities and find out when they should expect the child to return to EBASCC.
* If the child was present at school and the other children and school staff are unaware of their whereabouts, educators will ask the school staff for assistance in searching for the child in the school area. Ensure supervision is maintained for other children during this process.
* If the child is still unable to be located, educators will return to EBASCC and call the child’s authorised nominees to gain further information. Continue to call the authorised nominees on the contact list until contact has been made. Maintain contact with the authorised nominees until the child has been located.
* Continue to keep in contact with the school during this time.
* Arrange for appropriate supervision of children at EBASCC and send an educator back to the school area to continue looking for the child. Follow up on any leads regarding children going to a friend’s home and check common places in the local area.
* If the child remains missing, contact the police and keep the authorised nominees and school informed of the situation.
* Educators will notify the Department of Education and Communities (DECS) within 24 hours of the incident occurring.

Casual Bookings

Casual bookings must be made in advance by email or phone and approved by staff. All parents must notify Eastwood Public School by phone or in writing so the student’s teacher is aware and can assure the child attends EBASCC.

A casual fee will be charged.

Acknowledgement of Children’s Arrival:

Educators will acknowledge children’s arrival at EBASCC during After School Care by recording the child’s name and arrival time at EBASCC. If using transport to deliver children to EBASCC, ensure procedures are in place to record that children have been collected and that educators address children by their name to ensure the correct children have been collected. This is particularly important when employing new or casual staff.

Child Attendance – Roll call

**AIM**

We will ensure that we have knowledge of the whereabouts of all children in our care by cross checking all students on QikKids correctly and following all procedures.

We will ensure the safety and welfare of the children in our care by ensuring clear communication and cooperation between the centre, parents, children and the school.

**PROCEDURE**

*Parent responsibilities:*

Parents / guardians are to advise the Centre if their child will be absent on a day that they are booked into care as there is a $10 non-notification fee, if parents require a casual booking or if there is any change of attendance.

*If parents are aware beforehand they must:*

Inform a staff member in person, phone or email for the day of expected absence.

If the message is taken by phone or email then the staff member must write the message in the staff diary book immediately with the childs full name and year group.

*If parents do not know until the day they must in person:*

* Ring the Centre and inform a staff member, as early as possible. This should be confirmed in writing by writing the message in the staff diary book or by requesting the parent to send an email.
* This information must be recorded in the staff diary book always.

*Daily protocol:*

* Staff are to to access Qik kids for roll call.
* Staff are to check for parent messages in relation to absences in the diary, change of attendance and casual attendances.
* Qik kids is divided into two groups, Juniors and Seniors.
* When children arrive they must be asked to line up in front of staff and stand quietly until their names are marked off.
* If a child arrives to roll call and has not been booked in by a parent, then you must add this child’s name on Qik kids and accept this booking. If the parent has not arrived after you have searched for missing children, then you must call parent and advise parent that the child has arrived at the Centre and has not been booked in. It is essential to explain to the parent that communication needs to be made with Centre staff in advance with regard to casual bookings and explain parental responsibility as outlined above.
* Staff are to greet each child on arrival and then tick each child’s attendance. You must sit at table till 3.30pm to ensure all children have come to roll call. You will check the roll to note absences, gather roll and walk outside.

*Should a child not be present when expected, the staff member will:*

* Ask the children and staff of their knowledge as to where the child might be.

*If the children and staff are unaware you will:*

* Ensure all children are well supervised and inform staff you will be going to School office. Leave roll at Centre.
* Approach the school office and ask for information regarding the child’s attendance at school. If the child was absent, then the parents will be called on arrival back to the centre to remind them of their failure to contact the Centre and to find out if the child will be attending the next day. If parents are not available staff will continue to call until a contact is made. This must be noted on roll. If no contact is still made by the next morning then an authorised person on the child’s enrolment form will be contacted to try to find out further details. Continue to keep in contact with the school until you aware of reason for child’s absence.

Extra-curricular Activities

**POLICY STATEMENT**

EBASCC will offer to parents, as a courtesy and on a case-by-case basis, a walking service that allows children to be dropped off or picked up at an extra curricula venue providing it is within easy walking range of the Centre along Rowe street between the fire station and the National Australia Bank ONLY. Our insurance coverage allows us to offer this service. Children attending activities on school premises, our staff will wear a Fluro vest and will escort the children to these areas.

Like all extra curricula activities, it is the responsibility of the parents to assure themselves that public liability coverage is held by these teachers/coaches.

 As part of our accreditation and in compliance with our insurance, it is possible for a staff member to sign a child out of the Centre with the written permission of the parent providing we are transferring our duty of care to another person/organisation. We could not sign out a child without transferring the duty of care. So, a taxi driver, Uber or bus driver would not satisfy this requirement.

**Procedure**

All parents are to complete a permission slip outlining the activity their child will be attending and date and times they will require.

The Centre staff will print a daily attendance sheet or use centre One Note which will outline the children and activities they will attend.

The staff member taking the children will sign the children out when they leave the Centre and sign children in when they return.

Staff wear coloured vests when taking kids to activities.

Parents will also be require to pay a fee of $3.30 per session which is charged over 10 week block and refunds not granted if child does not attend.

CONSIDERATIONS:

|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Links to other Service Policies** | **Other Documentation/**  **Evidence** |
| S165, 167, 170, 174  R85, 86, 87, 99, 157, 158, 160, 161,168, 176. | Standard 2.2  Elements 2.2.1, 2.2.2 | * Enrolment and Orientation Policy * Administration of Medication Policy * Providing a Child Safe Environment Policy * Acceptance and Refusal of Authorisations Policy | * Parent Handbook * Staff Handbook * My Time, Our Place. * Service newsletters/parent notices * Authorisation details on enrolment forms * Attendance records * Medication authorisation records |

ENDORSEMENT BY THE SERVICE:

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| **Approval date: \_\_August 2014\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_August 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

Priority of Access – Guidelines

When there is a waiting list for access to childcare services that are approved for Commonwealth Child Care Benefit payment purposes, the Australian Government has “Priority of Access Guidelines” for allocating places so as to ensure that the system is fair. These guidelines apply to EBASCC.

The guidelines set out the following three levels of priority, which childcare services must follow when filling vacant places:

* Priority-1 – a child at risk of serious abuse or neglect;
* Priority-2 – a child of a single parent who satisfies, or of parents who both satisfy, the work, training, study test under section 14 of the A New Tax System (Family Assistance) Act 1999;
* Priority-3 – any other child.

Within these main categories, priority should also be given to the following children:

* children in Aboriginal and Torres Strait Islander families;
* children in families which include a disabled person;
* children in families which include an individual whose adjusted taxable income entitles them to receive the maximum Child Care Benefit payment, or whose partner are on income support;
* children in families from a non-English speaking background;
* Children in socially isolated families; and children of single parents.

*Full details of the priority of access guidelines may be found at:*

[***http://education.gov.au/priority-allocating-places***](http://education.gov.au/priority-allocating-places)

*An authoritative version of A New Tax System (Family Assistance) Act 1999 may be found at:*

[***http://www.comlaw.gov.au/***](http://www.comlaw.gov.au/)

How are places allocated / offered from the waiting list

**Allocations / offers from the Waiting List(s) are NOT on a First-Come-First-Served basis.**

Placement from the waiting list into After School Care is on the basis of the EBASCC Policy “Service Access Policy”. The EBASCC policy complies with Australian Government Priority of Access Guidelines.

The Australian Government Priority of Access Guidelines provide for two different sets of criteria for determining priority – a first order and second order criteria.

Assessing priority according to the criteria of the first-order is straight-forward because the Guidelines establish a hierarchical precedence amongst the criteria. For instance, it is clear that children at risk of serious abuse of neglect are to be given priority over all other children and that children in the Priority-2 are to be given priority over children in Priority-3.

The guidelines go on to say that “Within these main categories, priority should also be given to the following children …”.

What is perhaps not obvious is that the second order criteria (which includes criteria such as “children in families which include a disabled person” and “children of single parents”) are not hierarchically positioned in order of priority. Rather, each of the factors in the second order are weighed equally and priority (within a single first-order category) is determined on the basis of the absolute number of factors that a single child exhibits.

That is, where children are ranked in the same first order category (for example: Priority-3), priority will be given to the child (if any) with the higher number of second order criteria. No distinction will be made between individual second order criteria. Each second order criteria will be given equal weight and the priority determination will be made on the basis of the most number of factors that a given candidate can be seen to exhibit.

Applicants may be asked to substantiate their claims for priority treatment under the Policy / Guidelines.

The only scenario where the time at which a child's placeholder is entered onto a Waiting List is a factor in determining whether a candidate receives an offer ahead of other candidates on the same day's waiting list, is when all candidates on that day's waiting list are in all other respects equal after reference to the Priority of Access Guidelines.

Family Law and Access Policy

**NQF**

|  |  |  |
| --- | --- | --- |
| QA2 | 2.3.4 | Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect |

**National Regulations**

|  |  |  |
| --- | --- | --- |
| Regs | 84 | Awareness of child protection law |
| 157 | Access for parents |

**Aim**

To ensure that EBASCC is upholding any responsibilities or obligations in relation to family law and access at the service.

**Related Policies**

Child Protection Policy

Enrolment Policy

Privacy and Confidentiality Policy

**Implementation**

Both parents have full responsibility for their children until they reach 18, unless a Court orders otherwise. This is not changed in any way as a result of a change in the parents’ relationship, for example, separation or remarriage. If the relationship breaks down parental responsibility may be documented to clarify responsibilities in relation to the child.

**Parenting Orders** – are orders that the Family Court (or the Federal Circuit Court) will make when parents’ relationships break down and they cannot agree on the arrangements for their child. They change parenting responsibilities and stipulate which parent has what responsibilities. Parenting Orders may cover:

1. a child’s residence – who the child will live with (who has custody of the child). This person is responsible for day-to-day matters like discipline, going out, clothes and pocket money. Residency can be a shared arrangement.
2. A child’s contact arrangements when a child may have contact with a non-custodial parent or anyone else who plays an important part in their life eg grandparent s(contact can either be face to face, or by phone, letters)
3. Child Maintenance – who provides financial support for a child
4. Specific Issues –any other aspect of parental responsibility (this may include the day-to-day care, welfare and development of a child, issues relating to religion, education, sport, or other specific issue)

**Parenting Orders by Consent/Parenting Plans –** Where parents agree on the arrangements for their child despite their relationship breaking down, they can apply to the Court for a “parenting order by consent” or they can enter into a written Parenting Plan which records the agreed arrangement.

The Approved Provider or Nominated Supervisor will:

* ensure parents provide copies of any parenting orders or plans during the child’s enrolment
* request/remind parents to provide copies of any new or revised orders or plans
* ensure educators, staff and volunteers understand and comply with any parenting orders or parenting plans, in particular know with whom the child lives, who they may have contact with and any other specific legal rights and responsibilities set out in the documents. Services have a legal responsibility to ensure children only leave the Service with the permission of the custodial parent (or in accordance with the orders/plans)
* contact the custodial person and if necessary the Police if a person who is not authorised to collect the child wishes to take the child and will not leave. The child will remain at the Service

The Approved Provider, Nominated Supervisor and educators will not allow a parent to enter the service premises if they reasonably believe this would contravene a court order.

**Sources**

**[www.familycourt.gov.au](http://www.familycourt.gov.au)**

[www.familylawcourts.gov.au](http://www.familylawcourts.gov.au)

Law Council of Australia [www.familylawsection.org.au](http://www.familylawsection.org.au)

**Family Law Act 1975**

**Education and Care National Regulations 2011**

**National Quality Standard**

ENDORSEMENT BY THE SERVICE:

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| **Approval date: \_\_May 2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_May 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

* A sample Excursion Risk Management Plan can be downloaded from the ACECQA website: <http://acecqa.gov.au/storage/Excursion%20risk%20management%20plan.pdf>

**(b) Policies**

* EBASCC’S Health and Safety policies will be taken into consideration and implemented on excursions where appropriate.

Excursion

Planned excursions will take into account:

* Children’s ages, abilities and interests.
* Ways to maximise the children’s developmental experiences and opportunities to practice new skills.
* Suitability of the venue.
* Clothing and equipment required.
* Travel arrangements.

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

* The proposed route and destination for the excursion;
* Any water hazards;
* The transport to and from the proposed destination for the excursion;
* The number of adults and children involved in the excursion;
* The number of educators or other responsible adults required to ensure appropriate supervision. This number will be determined by taking into consideration the risks posed by the excursion and whether any adults with specialised skills are required;
* The proposed activities;
* The likely length of time of the excursion;
* The items that should be taken on the excursion, for example, first aid kit, mobile phone and a list of emergency contact numbers;
* Verbal instructions to children on appropriate behaviour expected whilst on excursions.

### Permission

* Families’ permission must be obtained before any child is taken outside of EBASCC and specific permission is required for swimming. By signing the excursion permission form, the family member is authorising their child to attend the activities stated.
* Excursions to locations visited on a regular basis such as local parks may be undertaken without prior notice if families of children in the group have given excursion permission. If an excursion is a regular outing, the authorisation is only required to be obtained once in a 12-month period. Once an initial risk assessment has been carried out for regular outings, risk assessments are not required for subsequent outings to the same place, unless there is a change to the place or venue.

### Supervision

**POLICY STATEMENT:**

*Our Service* believes that the supervision of children in our care is of paramount importance and that we all have a responsibility to protect the health and safety of each individual at all times. Children need safe and secure environments in which to thrive. Effective supervision is integral to creating environments that are safe and responsive to the needs of all children. Part of this is ensuring that children are protected from hazards or harm that may arise from their play and daily routines. Effective supervision also allows educators to engage in meaningful interactions with children. Our service is committed to:

* Complying with the Education and Care Services National Law and Regulations at all times.
* Ensuring that children are supervised at all times;
* Considering the design and arrangement of children’s environments to support active supervision;
* Using supervision skills to reduce or prevent injury or incident to children and adults;
* Guiding educators to make decisions about when children’s play needs to be interrupted and redirected;
* Supporting educators and their supervision strategies;
* Providing consistent supervision strategies when there are staffing changes; and
* Acknowledging and understanding when supervision is required for high risk experiences and/or the ratio of adults to children is increased.

(National Quality Standard 2.2, Element 2.2.1)

# PROCEDURES:

1. **Planning for Supervision**

* Ratios:
* In accordance with the Education and Care Services National Law and Regulations, the service will ensure that the prescribed ratio of 1 educator for every 15 children is adhered to at all times the service is educating and caring for children. This ratio will reduce to 1 educator for every 8 children when on an excursion outside of the service premises.
* Supervision Zoning:
* Zoning areas of the service helps educators to better supervise children when they are accessing various locations such as indoor, outdoor, sporting fields, toilets etc. The service will ensure a zoned map is on display that shows educators the area they are primarily responsible for supervising. A marker within each zone on the map will demonstrate the most effective vantage point for effective supervision. This will be a location that allows for the educator to see and/or hear the children accessing that zone and acts as a guide only. Educators will move throughout the zone freely and not remain fixed unless the level of supervision required them to be.
* All educators will be involved in the preparation of the zone map and will physically walk the areas to determine where the most effective zones and vantage points are located.
* Each zone will have different duties required of the educators supervising them. The service will ensure each zone has a documented list of the expected duties required in each zone. When creating these duty lists, the Coordinator will take into account the number of children who may access that zone, the activities that will be happening, possible risk factors and hazards and visibility. For example, it would be unreasonable to expect a sole educator supervising a school oval with 15 children on it to also be responsible for children as they walk between the oval and the indoor facility unless there is a clear view of their walking path. If the path is obstructed, it may be necessary to have an educator positioned somewhere between the two locations. This would be described in that zones duty list. A strategy for children accessing toilet facilities will be included in the services zoning plans and duty list.
* Rosters:
* To ensure there are a sufficient number of educators to meet ratios each time children are being educated and cared for, the service will ensure a roster is completed via TANDA and made available for educators to review. When creating a roster, the Coordinator will take the number of expected children enrolled into consideration.
* As well as a shift roster, the service will also assign educators a zone in accordance with the zone map described above. Educators will rotate their assigned zones each shift so that they are familiar with the supervision requirements in each zone and also to build relationships with all of the children as they move around the service.

* Team Approach:
* Each educator comes to the service with their own beliefs and values. With this also comes their understanding and interpretation of how and why certain things are done. It is important to ensure that the service has a team approach when it comes to the way supervision is performed and why it is so critical to their work. The service will regularly discuss supervision practices at meetings and explore each educators definition of what supervision means to them and what that looks like in action. For all children to be safely supervised there must be an agreement on how supervision is undertaken.
* **Minimising Risk**
* Risk Assessments:
* Each supervision zone of the service comes with its own unique risks and hazards. To minimise the possibility of children, educators or visitors being harmed anywhere in the service it may be necessary for certain zones to have a risk assessment completed and documented. This will assist educators in being able to focus on supervising and interacting with children rather than dealing with hazard reduction during key supervision times.
* The service will ensure that any area deemed ‘high risk”, based on the volume of children accessing it, the activities that happen in that zone or the number of ‘near misses’ that have occurred there, will have a designated risk assessment and accompanying management plan or strategy. This may be included as part of the service’s daily indoor/outdoor safety check.
* Access:
* Educators will ensure that children are unable to/understand not to access unsupervised areas of the service and that potentially hazardous items are kept out of areas that children have access to in accordance with service safety procedures.
* **The Principles of Active Supervision**

Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, any equipment children are using, the weather conditions, the time of day, managing small and large groups of children, transitions and many more factors.

It is crucial that educators are aware of the different ages, personalities, behaviours, needs, abilities and characteristics of the children in their care. How children interact, communicate and play with one another is dependent on the educators building relationships with children to learn about who they are, how they react in certain situations and discover their interests. These are vital skills to develop as they assist educators to predict children’s play patterns, which affects how educators plan and establish environments and coordinate supervision strategies to maximise children’s safety and ability to play free from harm or injury.

Important: Single staff model services, where the educator is alone with children for the majority or all of the time, will need to modify their strategies to supervise children because they are unable to rely upon colleagues to assist them. This may involve strategies such as having the group of children all indoors or all outdoors at any given time depending on the visibility available, giving older children more responsibilities in assisting younger children and notifying families that discussions may need to wait until other times if the distraction could put children at risk of harm. Single staff model services obviously still need to consider the safety of children to be paramount at all times, however Management in these cases also need to recognise the difficulties faced for those educators who are working alone and ensure they provide adequate support and information for educators to maintain their supervision standards.

* *Knowledge*:
* Understanding each child’s abilities and skill level by developing meaningful relationships with all children and engaging in their play.
* Using clear and simple rules and boundaries that are developed with and known to all children and consistently applied by educators and enforcing strategies for when children do have to move out of play areas such as buddy systems for toilet access etc.
* Checking the environment for hazards and risks prior to children accessing it and also during supervision and ensuring the setting up of the environment supports active supervision practices.
* *Vigilance:*
* Educators positioning themselves in strategic positions where they can see and hear children.
* Educators scanning constantly with both sight and hearing for any hazards or issues which may pose a risk to children’s health, well-being or safety.
* Circulating the play areas where children are situated.
* *Empowerment:*
* Teach children how to appropriately and safely use equipment and access play areas and take some responsibility for their actions.
* Support children to determine safe and unsafe practices.
* Encourage children’s confidence in reminding their peers about safe practices and to alert an educator if there is a problem.
* **Supervision Outside of the Service**
* Transporting children to and from the service:
* There are obvious hazards that can be identified when children are outside of the service environment. Such times may include excursions, when children are collected and dropped off at school and when moving between the service and extra curricular activities. Educators will discuss and document the potential hazards and risks associated with the transportation of children whether it be via walking, buses or other modes. A documented risk assessment will be available if the activities of children during these transitions are deemed high risk.
* Educators will ensure that children are supervised at all times whilst under the care of the service but outside of the service grounds and that any activities and play children undertake during these times is appropriate to the environment they are in and free from potential hazards where possible.
* Educators will ensure they are familiar with the procedures for locating a missing child who has not arrived at their expected collection point.
* Educators will ensure that children using public bathroom facilities will be accompanied where possible and that head counts and role calls occur regularly.
* **Partnerships with Children**
* Our service involves children in all aspects of the services daily operations including the rules and boundaries that guide their behaviour. Children are offered opportunities to develop their own rules and boundaries in partnership with educators which then allows them to better understand the reason for limits and acknowledge the consequences when these are not adhered to.
* The age of children in our service range greatly, which reflects various levels of play behaviour. Educators will assess each play scenario in accordance with children’s development and adapt supervision strategies to meet individual needs. For example, younger children may require more active supervision than older children do or if children are doing an activity that poses a greater risk, that will effect the level and type of supervision given to that area.
* Educators respect all children’s rights to privacy and allow them the space to be independent but particularly children in older age groups. Educators will develop supervision strategies that monitor but also allow older children to self-manage their play and limit setting.
* Educators supervision levels will add to and enrich the play of children and only disrupt activities it if there is a need due to hazard and risk identification.
* Educators will engage in play with children and interact with them in accordance with our services values and beliefs whilst also supervising. This helps to build meaningful relationships and helps to minimise challenging behaviours

**CONSIDERATIONS:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Links to other service policies** | **Other documentation/**  **evidence** |
| S51, 165, 166, 167, 170, 171  R82, 83, 99, 100, 101, 102, 115, 123, 155, 168 | Standard 2.2  Element 2.2.1 | Excursion, Child Protection, Delivery and Collection of Children, Incident, Illness, Injury and Trauma, Interactions with Children, Providing a Child Safe Environment, Risk Assessment, Staffing and Water Policies. | * My Time, Our Place. * Service newsletters/ parent notices * Zone Maps and duty lists * Attendance records * Safety checks * Risk assessments |

**ENDORSEMENT BY THE SERVICE:**

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| **Approval Date: 25/05/2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_25/05/2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# Information and Equipment

Information and equipment to be taken on excursions will include:

* A list of all children with relevant personal details and family contact phone numbers.
* A list of emergency procedures and contact numbers.
* A first aid kit, including SPF 30+ broad-spectrum water resistant sunscreen.
* Any medication for children attending the excursion.
* A fully charged mobile phone.
* Other information/equipment noted on the Risk Management Plan.

# Lost Child

In the event that a child is lost during an excursion the well-being and safety of the other children in the group will be considered and at least one educator will remain with the group.

* Inform other educators in your group.
* Ask the children if they have seen the missing child recently.
* Reassure any child who may be upset.
* Search the premises.
* Check the meeting points.
* Ask the venue staff to begin a search and make an announcement over a loudspeaker if possible.
* Once initial checks have been undertaken and if the lost child has not been found, the Nominated Supervisor or another educator with a Supervisor Certificate will call the Police and the family.

# Transporting Children to/from an excursion

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

CONSIDERATIONS:

|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Links to other Service Policies** | **Other Documentation/**  **Evidence** |
| S165, 167, 169  R99, 100 to 102; 168 | Standards 2.2, 6.2, 7.1  Elements 2.2.1, 2.2.2, 2.2.3, 6.2.3, 7.1.2 | − Risk Assessment, Child Protection, Providing a Child Safe Environment, Water Safety, Supervision of Children, Behaviour Guidance Policies | - My Time, Our Place.  - Parent Handbook  - Risk Assessments  - Authorisation forms  - Attendance Records |

ENDORSEMENT BY THE SERVICE:

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| --- |
| **Approval date: \_\_\_August 2014\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_\_August\_\_2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# REST, RELAXATION AND CLOTHING POLICY

Resting AND Relaxation

**NQS**

|  |  |  |
| --- | --- | --- |
| QA2 | 2.1.2 | Each child’s comfort is provided for and there are appropriate opportunities to each child’s need for sleep, rest and relaxation. |

**National Regulations**

|  |  |  |
| --- | --- | --- |
| Regs | 81 | Sleep and Rest |

**MTOP**

|  |  |
| --- | --- |
| LO3 | Children take increasing responsibility for their own health and wellbeing |

**Aim**EBASCC aims to meet each child’s needs for rest and relaxation in a safe and caring manner that takes into consideration the preferences and practices of each child’s family.

**Related Policies**Medical Conditions Policy

Physical Environment Policy

**Implementation**The Nominated Supervisor will ensure:

* There is a comfortable and calm environment available for children to engage in rest and quiet activities or experiences.
* Resting children are adequately supervised and educator to child ratios are maintained at all times children are resting.

The Nominated Supervisor will ensure educators, staff and volunteers:

* Provide a range of active and restful experiences and environments and support children to make appropriate decisions regarding participation. Educators will consider the activities that children have participated in at school.
* Accommodate each child’s and family’s preferences for rest and clothing to the extent they are consistent with our policies and requirements. This includes preferences related to a child’s social and cultural heritage.
* Communicate with parents about their child’s routines at the service and at home.
* Monitor the temperature of the rest environment to ensure it is comfortable without becoming too hot or cold.
* Work with children to develop their understanding of the benefits of rest and relaxation. Children will be encouraged to communicate their needs and to make appropriate decisions.
* Negotiate the need for rest and relaxation with children. Children will be encouraged to have input into the rules and routines that facilitate the rest and relaxation requirements of all children at the service.
* Group children in a way that minimises overcrowding.
* Respect the privacy needs of each child during times when they are dressing, using the toilet facilities or for personal hygiene needs.

Children’s Clothing

Educators, staff and volunteers will discuss with parents the need for children to be dressed in clothes that:

* Are suitable for the weather i.e. loose and cool in summer to prevent overheating and warm enough for cold weather including outdoor play in winter.
* Protect them from the sun during outdoor play (refer Sun Protection Policy).
* Allow children to explore and play freely.
* Can get dirty when children play and engage in Service activities.
* Include appropriate footwear so children can play comfortably and safely. i.e. thongs, clogs or backless shoes have a trip factor and do not allow children to use equipment safely.
* Are clearly labelled with the child's name.

Educators, staff and volunteers will:

* Ensure children are protected from the sun during outdoor activities in accordance with the Sun Protection Policy.
* Monitor children to ensure they are appropriately dressed for all weather, play experiences and rest.
* Provide clean and appropriate spare clothing to children if needed.
* Encourage children to use aprons for messy play and art experiences to protect their clothing.

Sources  
**Education and Care Services National Regulations 2011  
My Time Our Place  
Work Health and Safety Act 2011  
Work Health and Safety Regulations 2011**

ENDORSEMENT BY THE SERVICE:

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| **Approval date: \_\_\_August 2014\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_\_August\_\_2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# BIKE AND SCOOTER SAFETY

**Aim**

To ensure all children can participate safely in bike riding activities that promote physical activity, learning through play and collaboration with peers and to ensure all personal belongings are taken care of by students.

**Related Policies**

Physical Environment (Workplace Safety, learning and Administration) Policy

**Implementation**

The Nominated Supervisor may consider the following issues if planning bike tracks or using existing tracks or other areas for bike riding:

* locate away from main traffic areas at the service or spaces designed for restful or creative activities
* grade so children can move easily along track or through area
* include materials of different textures so children experience different vibration and sounds
* include challenging elements like hills, mounds and speed humps if these are appropriate for the age of the children at the service
* make from materials least likely to absorb and retain heat
* preferably cover with a shade structure or shady tree
* consider including road features which may reinforce road safety such as line markings, pedestrian crossings, stop and give way signs, traffic lights
* promote features petrol stations, bus stops and gardens to encourage role play and collaborative learning
* if planning or implementing a bike track, make 1200-1500 mm wide, have 1000 mm free space beside it and edge , for example with rounded bricks or concrete.

Bikes

The Nominated Supervisor will ensure:

* bikes at the service are suitable for the ages of children at the service
* comply with AS/NSZ 1927
* are regularly inspected and maintained

**Safety Assessment and Education**

Before children can ride bikes at the service:

* the Nominated Supervisor will conduct a risk assessment to plan how bikes can be used safely in different locations at the service and take action to eliminate or minimise risk to children from bike riding
* the Nominated Supervisor will induct educators and staff in the safe use of bikes
* educators will:
  + teach children how to ride the bikes
  + teach children the bike safety rules
  + discuss bike safety behaviours and their expectations for consistent safe riding at the service
  + provide children with a bike licence containing their name and photo. Their licence may be revoked if they engage in unsafe behaviour or do not follow the service’s bike safety rules.

When children are riding bikes educators will ensure all children follow the bike safety rules consistently.

### Bike safety rules

* all bikes are ridden in one direction only
* all children wear properly fitting helmets that comply with AS/NSZ 2063
  + helmet can’t be moved around on the head
  + chinstrap fastened firmly and not twisted
  + straps join in a ‘V’ just below the ears
  + helmets replaced after an impact or accident, or if materials split or deteriorate
  + sunhats worn under helmets in accordance with sun safe polic.y
* Children cannot ride a bike if an educator is not supervising them.
* Children should not collide with a stationary bike or one being ridden by a child.
* Children can only overtake other children if it is safe to do so.
* Children who have finished riding must park their bike in the parking bay allocated,
* Children are responsible for their own bikes.

**Sources  
National Quality Standard**

**Early Years Learning Framework   
Kidsafe NSW - Bike tracks**

**NSW Transport – Safety on wheels**

**NQS**

|  |  |  |
| --- | --- | --- |
| QA2 | 2.2.2 | Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child. |
| 2.3.2 | Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. |

|  |  |  |
| --- | --- | --- |
| QA3 | 3.1.1 | Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose |
| 3.1.2 | Premises, furniture and equipment are safe, clean and well maintained. |
| 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 |

**MTOP**

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| --- | --- | --- |
| LO3 | 3.2 | Children take increasing responsibility for their own health and physical wellbeing |

ENDORSEMENT BY THE SERVICE:

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| **Approval date: \_\_\_August 2014\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_\_August\_\_2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# BRING YOUR OWN DEVICE (BYOD) POLICY

EBASCC Bring Your Own Device (BYOD)

This document provides advice and direction to EBASCC parents and students who choose to use a BYO Device to access the Department of Education and Communities' wireless network.

Key Principles

• The term "device" in this policy refers to any personal mobile electronic device with the capability to connect to the department's Wi-Fi network.

• EBASCC will allow students to bring their own devices to EBASCC and may provide access to the department's Wi-Fi network only during supervision with a staff member.

• Use of devices at EBASCC will be supervised by staff.

• The department will provide internet access through its wireless networks at no cost to students enrolled in NSW Public Schools at DEC sites.

• Students are responsible for the care and maintenance of their devices including data protection and battery charging.

•EBASCC will not accept any liability for the theft, damage or loss of any student's device.

• Students who bring their own devices to EBASCC do so at their own risk.

• EBASCC is not obliged to provide hardware or technical support for devices.

• Students and their parents/carers must abide by the terms and conditions outlined on ebascc.com and vacation care forms in regards BYOD Agreement prior to connecting to the department's network.

• Where EBASCC has reasonable grounds to suspect that a device contains data which breaches the BYOD Agreement, they may confiscate the device for the purpose of confirming the existence of the material. Depending on the nature of the material involved, further action may be taken including referral to the police. School disciplinary action may also be appropriate. Student BYOD Agreement

• Prior to connecting their devices to the network, students must return the ICT Student Agreement. This agreement must be signed by the student and by a parent/carer.

• It is important to ensure that students are aware of and agree to their obligations under the Student Bring Your Own Device (BYOD) Policy and relevant policies, prior to using their own device on the DEC Wi-Fi network. EBASCC staff should endeavour to ensure that the BYOD student responsibilities are clearly understood by both students and their parents or carers.

• The Student BYOD Agreement is a simple document with the purpose of acknowledging acceptance and agreement of the terms associated with EBASCC implementation of the Student Bring Your Own Device (BYOD) Policy by both students and parents/carers. It is accompanied by an Information Sheet that must be provided in conjunction with the Student BYOD Agreement.

• By accepting the terms, the student and parents/carers acknowledge that they:

• Agree to comply with the conditions of the Student BYOD Policy.

• Understand that noncompliance may result in the student being subject to EBASCC disciplinary action.

• Internet access through the Department's network will be provided at no cost to students enrolled in NSW Public Schools at DEC sites.

• Students are solely responsible for the care and maintenance of their BYO devices. This includes but is not limited to:

• Managing battery life and regular charging of their device.

• Labelling their device for identification purposes.

• Purchasing and using device protective casing. Ensuring the device is safe and secure during travel to and from EBASCC and throughout the day.

• Taking insurance coverage of their own device to protect any accidental damage, theft or loss.

1. Students are responsible for managing the battery life of their device and acknowledge that the EBASCC is not responsible for charging their devices. Students should ensure that their devices are fully charged before bringing them to EBASCC. EBASCC is not responsible for (or restricted from) providing facilities for students to charge their devices.

2. Students should not attach any EBASCC owned equipment to their mobile devices without the permission of a EBASCC educator.

3. Students should clearly label their BYOD device for identification purposes. Labels should not be easily removable.

4. Students are responsible for securing and protecting their device at EBASCC. This includes protective/carry cases and exercising common sense when storing the device. EBASCC is not required to provide designated or secure storage locations.

5. Students are responsible for ensuring the operating system and all software on their device is legally and appropriately licensed. Damage and loss Students bring their devices to EBASCC at their own risk. For advice on theft or damage of students’ personal devices refer to legal issue bulletins below: https://detwww.det.nsw.edu.au/media/downloads/directoratesaz/legalservices/ls/legalissuesbul/b ulletin

35.pdf https://detwww.det.nsw.edu.au/media/downloads/directoratesaz/legalservices/ls/legalissuesbul/b ulletin

8.pdf

1. In cases of malicious damage or theft of another student's device, existing EBASCC processes for damage to EBASCC’s or another student's property apply.

2. EBASCC will regularly review existing policies and processes to include BYO devices where appropriate e.g. Student Welfare and Fair Discipline Code.

ENDORSEMENT BY THE SERVICE:

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| **Approval date: \_\_\_August 2014\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_\_August\_\_2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# ENVIRONMENTAL SUSTAINABILITY POLICY

**NQS**

|  |  |  |
| --- | --- | --- |
| QA3 | 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 |
| 3.3.2 | Children are supported to become environmentally responsible and show respect for the environment. |

|  |  |  |
| --- | --- | --- |
| QA6 | 6.1.2 | Families have opportunities to be involved in the service and to contribute to service decisions. |
| 6.3 | The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing. |
| 6.3.1 | Links with relevant community and support agencies are established and maintained |
| 6.3.4 | The service builds relationships and engages with their local community. |

**MTOP**

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| --- | --- |
| LO2 | Children become socially responsible and show respect for the environment |

**Aim**

Our service aims to help children learn about and implement sustainable practices and foster respect and care for the living and non-living environment.

Implementation

Children develop positive attitudes and values about sustainable practices by engaging in learning experiences, joining in discussions that explore solutions to environmental issues, and watching adult’s model sustainable practices. Children learn to live interdependently with the environment.

Environmental Sustainability and our Curriculum

* Our educators will promote a holistic, open ended curriculum which explores ideas and practices for environmental sustainability and helps children understand the interdependence between people and the environment by:
  + Connecting children to nature through art and play and allowing children to experience the natural environment through natural materials like wood, stone sand and recycled materials, plants including native vegetation, nesting boxes, a potting bench with gardening tools and watering cans.
  + Developing education programs for water conservation, energy efficiency and waste reduction.
  + Celebrating children’s’ environmental knowledge and sustainable activities.
  + Involving children in nature walks, education about plants and gardening and growing plants and flowers from seed.
  + Engaging children in learning about the food cycle by growing, harvesting, and cooking food for our service kitchen.
  + Using resource kits and information on environmental issues from the Better Business Partnership or.
  + enlisting the help of groups with expertise in environmental issues, for example bush care groups, wildlife rescue groups, Clean Up Australia, to deliver elements of our sustainability program
  + Acknowledging and celebrating environmental awareness events like Clean Up Australia Day and Walk to School Day.

The Role of Educators

* Our educators will model sustainable practices by embedding sustainability into all aspects of the daily running of our service operations including:
  + recycling materials for curriculum and learning activities
  + minimising waste and effectively using service resources
  + turning off equipment and lights when not in use
  + using the least hazardous cleaning substance appropriate for the situation, for example, ordinary detergent for cleaning dirt from tables and other surfaces.
  + composting
  + maintaining a no dig vegetable/herb garden
  + incorporating water wise strategies such as drip irrigation and ensuring taps are turned off and leaks fixed.
  + using food that we have grown in meals on our weekly menu
  + implementing environmentally friendly pest management

### Partnerships with Families and the Community

* Our educators will facilitate collaborative partnerships with local community groups, government agencies and private companies to enhance and support childrens’ learning about sustainable practices. We will share their brochures and fact sheets on sustainable practices like recycling, saving water and power and green cleaning with our children and their families. Families will be encouraged to participate in decision making and information sharing about environmental sustainability through our newsletters, parent input forms, wall displays, meetings.

The NSW Early Childhood Environmental Education Network has resources which may assist Early Childhood Services to identify and work towards an Environmentally Sustainable Service. The Network’s website also has links to many organisations and Government agencies that provide information on sustainable practices at <http://www.eceen.org.au/links.htm>

**Source**

**National Quality Standard**

**My Time Our Place**  
**Climbing the little green steps 2007: Gosford and Wyong Councils**

**NSW Early Childhood Environmental Education Network**

CONSIDERATIONS:

|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Links to other Service Policies** | **Other Documentation/**  **Evidence** |
| S168  R108, 110, 113 | Standards 1.2, 3.2, 5.2  Elements 1.2.1, 1.2.3, 3.2.3, 5.2.1 | * Providing a Child Safe Environment Policy * Interactions with Children Policy | My Time Our Place  Parent Handbook  Staff Handbook  Sustainability book/checklist  Meeting minutes |

ENDORSEMENT BY THE SERVICE:

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| **Approval date: \_\_\_August 2014\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_\_August\_\_2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# CHILD PROTECTION POLICY

**Policy Statement**

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

The safety and welfare of all children is of paramount importance.

Staff and management have a legal responsibility, as Mandatory Reporters, to take action to protect and support children they suspect may be at significant risk of harm.

Our service will carry out the responsibilities of Mandatory Reporters as indicated under legislation. This responsibility involves following the procedures as outlined by Community Services and the NSW Commission for Children and Young People.

## Considerations

NSW Children and Young Person’s (Care and Protection) Act 1998

Commission for Children and Young People Act 1998

Child Protection (Prohibited Employment) Act 1998

Ombudsman Act 1974 (with relevant Child Protection Amendments)

NSW Department of Community Services Mandatory Reporting Guidelines

NSW Child Protection Interagency Guidelines (2006)

Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13

Keep Them Safe – Information session/ overview participants manual 2009/ 2010

OSHCQA Quality Area 7

## Procedures

### Mandatory Reporting

* A Mandatory Reporter is anybody who delivers services to children as part of their paid or professional work.
* In OOSH services mandatory reporters are:
  + Staff that deliver services to children
  + Management, either paid or voluntary, whose duties include direct responsibility or direct supervision for the provision of these services.
* Staff are mandated to report to Community Services if they have current concerns about the safety or welfare of a child relating to section 23 of the NSW Children and Young Persons (Care and Protection) Act 1998

Section 23 (1)

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

* a)basic physical or psychological needs not being met or are at risk of not being met
* b) parents/ carers unwilling or unable to provide necessary medical care
* b1) parents/ carers unwilling or unable to arrange for the child or young person to receive an education

c) Child is at significant risk of harm – Physical / Sexual abuse

d) Child is at significant risk of harm – Domestic violence

e) Child is at significant risk of harm – Serious Psychological harm

1. Child is at significant risk of harm – Prenatal report

* Staff will undergo training in relation to child protection and reporting as part of the training budget.
* Any staff that forms a belief based on reasonable grounds that a child is at risk of harm should ensure they record the details of the report in a clear objective format.
* Reports should be treated with strict confidentiality in adherence to the service’s Confidentiality Policy and Procedures.
* Any staff who forms a belief based on reasonable grounds that a child is at risk of harm should discuss their concerns with their coordinator/ authorised supervisor, as he or she may have information the staff member is not aware of. The coordinator will then assist staff in running the online Mandatory Reporters Guidelines tool (see point below for more information) to determine whether the report meets the threshold for **significant** risk of harm.
* If directed by MRG to report to Community services, staff should report their concerns to the Child Protection Helpline:

Mandatory Reporters phone 13 36 27

Non-Mandatory reporters phone 132 111

* When reporting to the Helpline it is important to have as much information as possible available to give to the Helpline. This might include child’s information, family information, reporter details and outcomes of the MRG.
* If Coordinator/ authorised supervisor has been advised to but has not reported to Community Services you are legally responsible to do so.
* Once a report is made to the CS Helpline no further report needs to be made unless new information comes to hand.

## Mandatory Reporting Guidance tool

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

For assistance with referral information.

Human Services Network [www.hsnet.nsw.gov.au](http://www.hsnet.nsw.gov.au)

Family Services NSW [www.familyservices.nsw.asn.au](http://www.familyservices.nsw.asn.au)

#### Information exchange

In order to provide effective support and referral it may be necessary to exchange information with other prescribed bodies including government agencies or non-government organisations and services.

* The NSW Children and Young Persons (Care and Protection) Act 1998 has been amended (2009) to include chapter 16A Information Exchange
* Chapter 16A requires prescribed bodies to take reasonable steps to coordinate decision making and the delivery of services regarding children and young people
* Under Chapter 16 A NSW Children and Young Persons (Care and Protection) Act 1998, Staff will exchange information that relates to a child or young persons safety, welfare or wellbeing, whether or not the child or young person is known to Community Services and whether or not the child or young person consents to the information exchange.
* The information requested or provided **must** relate to the safety, welfare or wellbeing of the child. Information includes:
  + A child or young persons history or circumstances
  + A parent or other family member, significant or relevant relationship
  + The agency’s work now and in the past
* Where information is provided in good faith and according to legal provisions, under section 29 & section 245G NSW Children and Young Persons (Care and Protection) Act 1998; reporters cannot be seen as breaching professional etiquette or ethics or as a breach of professional standards. There can be no liability for court action.

NOTE: It is recommended that services develop a separate policy relating specifically to Information exchange

### Where a complaint is made about a staff member, or someone in the service

* Should an incident occur that involves a child being put at risk of harm from a member of staff, volunteer, trainee or person visiting the service, this is regarded as **‘reportable conduct’** and necessitates such conduct being reported to the NSW Ombudsman within 30 days.
* Where the allegation is made to a staff member or member of management the facts as stated will be recorded in writing, using an Incident Report template that includes dates, times, names of person/s involved, name of person making allegation and the person making the report. This report should be kept on record and treated as strictly confidential.
* If the Coordinator or person in charge is suspected then the chairperson on management committee should be informed.
* The relevant forms together with information and assistance are available on line at [www.nswombudsman.nsw.gov.au](http://www.nswombudsman.nsw.gov.au)
* The person making the report should follow the advice of the Ombudsman’s Departmental Officers.
* Management will also follow this advice.
* The matter will be treated with strict confidentiality.
* For the protection of both the children and the staff member involved, the staff member should be encouraged to take special leave or removed from duties involving direct care and contact with children, until the situation is resolved.
* Support should be provided to all involved. This support can be given in the form of counseling or referral to an appropriate agency.

##### Recruitment of staff

* All staff employed by the service including management, full time/ part time carers, volunteers and students will be subject to a Working with Children Check carried out by the NSW Commission for Children and Young People. Written approval from the prospective employee will be sought prior to this check being carried out.
* When the service engages a self employed individual to provide services, the provider is required to provide a **Certificate for Self Employed People.** This certificate ensures verification that the person employed is not banned by law from working with children. These certificates are issued through the NSW Commission for Children and Young People. Application form and instructions are available on [www.kids.nsw.gov.au](http://www.kids.nsw.gov.au)

##### For further information

* Keep Them Safe [www.keepthemsafe.nsw.gov.au](http://www.keepthemsafe.nsw.gov.au)
* Human Services Network [www.hsnet.nsw.gov.au](http://www.hsnet.nsw.gov.au)
* Ombudsman [www.nswombudsman.nsw.gov.au](http://www.nswombudsman.nsw.gov.au)
* Community Services [www.community.nsw.gov.au](http://www.community.nsw.gov.au)
* NSW Commission for Children and Young People [www.kids.nsw.gov.au](http://www.kids.nsw.gov.au)
* Child Protection Helpline 13 36 27

Child Protection Reporting Overview

**Notifications of Abuse**

When A MANDATED REPORTER has reasonable suspicion A child is at risk of significant harm they need to contact the **Child Protection Helpline on**  
**133 627** (24 hours, 7 days)

When OTHER PEOPLE HAVE A reasonable suspicion of abuse they need to contact the **Child Protection Helpline on**

**132 111**

When children are in immediate danger of abuse contact the **police on** **000**

**Consult OUR Child Protection Policy   
for more information.**

Child Protection Policy

**NQS**

|  |  |  |
| --- | --- | --- |
| QA2 | 2.3.4 | Educators, co-ordinators and educators are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect. |

**National Regulations**

|  |  |  |
| --- | --- | --- |
| Regs | 84 | Awareness of child protection law |
| 273 | Course in child protection |

**Aim**

All educators and staff at our service take seriously their responsibility to protect children from any type of abuse, and are aware of their roles and responsibilities regarding child protection. While we understand there are legislative obligations we must follow, we believe it is also our responsibility as educators to ensure the safety and wellbeing of all children, and to provide the children at our service with the opportunity to develop to their full potential free from any form of harm and abuse. We will implement a child protection risk management strategy to ensure the safety of children is paramount and the service will always act quickly in the best interests of a child.

**Related Policies**

Educator and Management Policy

Privacy and Confidentiality Policy  
Record Keeping and Retention Policy  
Family Law and Access Policy  
Relationships with Children Policy  
Tobacco Drug and Alcohol Policy

**Related Documentation**

Incident Injury Trauma and Illness Record

Child Protection Annual Review

Educator Induction Processes

Educator Appraisal Processes

Educator Recruitment Processes

Educator Professional Development Processes

Educator Job Descriptions

Staff Records

Risk Management Plans

**Implementation**

The Approved Provider, Nominated Supervisor, educators, staff members and volunteers will implement a Child Protection Risk Management Strategy to ensure the health, wellbeing and safety of all children at the service.

Child Protection Risk Management Strategy

### **Code of Conduct**

The service upholds a Code of Conduct in relation to employers, educators, volunteers, students, families and children to ensure the safety and wellbeing of children (See Educator and Management Policy).

### **Recruitment, Selection and Training Procedures include child protection principles.**

The Nominated Supervisor is responsible for developing recruitment and professional development procedures that ensure all people working at the service do not pose a risk to children and understand how to respond to disclosures or suspicions of harm and abuse. (See Appendix A and Educator and Management Policy “Professional Development Requirements).

1. **Procedures for Reporting and Documenting Abuse or Neglect**
2. **Procedures for Managing Breaches**
3. **Risk Management for High Risk Activity**
4. **Information for Families**

### 3. **Procedures for Reporting and Documenting Abuse or Harm**

What is abuse?

Under the *Children and Young Persons (Care and Protection) Act 1998* mandated reporters (including people employed in children’s services and unpaid managers of these services) must make reports if they suspect on reasonable grounds a child is at risk of significant harm because:

* the child’s basic physical or psychological needs are not being met or are at risk of not being met
* the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child to receive necessary medical care
* the parents or other caregivers have not arranged and are unable or unwilling to arrange for a school age child to receive an education
* the child has been, or is at risk of being physically or sexually abused or ill-treated
* the child is living in a household where there have been incidents of domestic violence and they are at risk of serious physical or psychological harm
* the parent’s or other caregiver’s behavior means the child has suffered or is at risk of suffering serious psychological harm

Significant harm is where the circumstances that are causing concern are present to a significant state and warrant a response by a statutory authority, such as the NSW Police Force or Community Services, regardless of a family’s consent. Significant is not minor or trivial and may reasonably be expected to produce substantial and adverse impacts on the child’s safety, welfare or wellbeing. The significance can be a result of a single act or omission or an accumulation of acts and omissions.

Reasonable grounds refer to the need to have an objective basis for suspecting that a child may be at risk of abuse and neglect based on:

* First hand observation of the child or family
* What the child, parent or other person has disclosed
* What can reasonably be inferred based on observation, professional training and/ or experience.

The reporter is not required to prove that abuse has occurred.

Indicators of Abuse

There are many indicators of harm to children. Behavioural or physical signs which assist in recognising harm to children are known as indicators. The following is a guide only. One indicator on its own may not imply abuse or neglect. However a single indicator can be as important as the presence of several indicators. Each indicator needs to be considered in the context of other indicators and the child’s circumstances. A child's behaviour is likely to be affected if he/she is under stress. There can be many causes of stress and it is important to find out specifically what is causing the stress. Abuse and neglect can be single incidents or ongoing, and may be intentional or unintentional.

### General indicators of abuse and neglect

* marked delay between injury and seeking medical assistance
* history of injury
* the child gives some indication that the injury did not occur as stated
* the child tells you someone has hurt him/her
* the child tells you about someone he/she knows who has been hurt
* someone (relative, friend, acquaintance, sibling) tells you that the child may have been abused.

### Neglect

Child neglect is the continued failure by a parent or caregiver to provide a child with the basic things needed for his or her proper growth and development, such as food, clothing, shelter, medical and dental care and adequate supervision. Some examples are:

* inability to respond emotionally to the child
* child abandonment
* depriving or withholding physical contact
* failure to provide psychological nurturing
* treating one child differently to the others

### Indicators of Neglect in children

* poor standard of hygiene leading to social isolation
* scavenging or stealing food
* extreme longing for adult affection
* lacking a sense of genuine interaction with others
* acute separation anxiety
* self comforting behaviours, e.g. rocking, sucking
* delay in development milestones
* untreated physical problems

### Physical Abuse

Physical abuse is a non-accidental injury or patter of injuries to a child caused by a parent, caregiver or other person. Educators will be particularly aware of looking for possible physical abuse if parents or caregivers:

* make direct admissions from parents about fear of hurting their children
* have a family history of violence
* have a history of their own maltreatment as a child
* make repeated visits for medical assistance

### Indicators of Physical Abuse in children

* facial, head and neck bruising
* lacerations and welts
* explanations are not consistent with injury
* bruising or marks that may show the shape of an object
* bite marks or scratches
* multiple injuries or bruises
* ingestion of poisonous substances, alcohol or drugs
* sprains, twists, dislocations
* bone fractures
* burns and scalds

### Indicators of Emotional Abuse in children

Emotional abuse occurs when an adult harms a child’s development by repeatedly treating and speaking to a child in ways that damage the child’s ability to feel and express their feelings. Some examples are:

* constant criticism, belittling, teasing of a child or ignoring or withholding praise and affection
* excessive or unreasonable demands
* persistent hostility, severe verbal abuse, rejection and scape-goating
* belief that a particular child is bad or “evil”
* using inappropriate physical or social isolation as punishment
* exposure to domestic violence

### Indicators of emotional abuse in children

* feeling of worthlessness about them
* inability to value others
* lack of trust in people and expectations
* extreme attention seeking behaviours
* other behavioural disorders (disruptiveness, aggressiveness, bullying)

### Sexual Abuse

Sexual abuse is when someone involves a child in a sexual activity by using their power over them or taking advantage of their trust. Often children are bribed or threatened physically and psychologically to make them participate in the activity. Educators will be particularly aware of looking for possible sexual abuse if parents or caregivers are suspected of or charged with child sexual abuse or display inappropriate jealousy regarding age appropriate development of independence from the family. Sexual abuse includes:

* exposing the child to sexual behaviours of others
* coercing the child to engage in sexual behaviour with other children
* verbal threats of sexual abuse
* exposing the child to pornography

### Indicators of Sexual Abuse in children

* they describe sexual acts
* direct or indirect disclosures
* age inappropriate behaviour and/or persistent sexual behaviour
* self destructive behaviour
* regression in development achievements
* child being in contact with a suspected or know perpetrator of sexual assault
* bleeding from the vagina or anus
* injuries such as tears to the genitalia

### Psychological Abuse

Psychological harm occurs where the behaviour of the parent or caregiver damages the confidence and self esteem of the child, resulting in serious emotional deprivation or trauma. In general it is the frequency and duration of this behaviour that causes harm. Some examples are:

* excessive criticism
* withholding affection
* exposure to domestic violence
* intimidation or threatening behaviour.

Indicators of psychological abuse in children include:

* constant feelings of worthlessness
* unable to value others
* lack of trust in people
* lack of people skills necessary for daily functioning
* extreme attention seeking behaviour
* extremely eager to please or obey adults
* takes extreme risks, is markedly disruptive, bullying or aggressive
* suicide threats
* running away from home

### Indicators of Domestic Violence in children

* show aggressive behaviour
* develop phobias & insomnia
* experience anxiety
* show systems of depression
* have diminished self esteem
* demonstrate poor academic performance and problem solving skills
* have reduced social competence skills including low levels of empathy
* show emotional distress
* have physical complaints

Processes to manage a breach of the child protection risk management strategy

The Nominated Supervisor will manage breaches in a fair, unbiased and supportive manner:

* all people concerned will be advised of the process
* all people concerned will be able to provide their version of events
* the details of the breach, including the versions of all parties and the outcome will be recorded
* matters discussed in relation to the breach will be kept confidential
* an appropriate outcome will be decided.

**Suitable outcomes for breaches**

Depending on the nature of the breach outcomes may include:

* emphasising the relevant component of the child protection risk management strategy, for example, the code of conduct
* providing closer supervision
* further education and training
* mediating between those involved in the incident (where appropriate)
* disciplinary procedures if necessary
* reviewing current policies and procedures and developing new policies and procedures if necessary.

**Risk Management Plan for High Risk Activity**

In addition to workplace health and safety concerns, a child risk management strategy should analyse the risk of ‘harm’ to children. See Appendix D for a risk Management template.

Child Protection Agencies

The following agencies have responsibilities regarding child protection. Our service will liaise with these services and agencies should child protection become an issue at our service.

### Child Protection Helpline: Department of Family and Community Services

* Receive, assess and where appropriate Investigate reports of children who are at risk of significant harm.
* May plan, conduct and manage Reports in conjunction with other agencies including NSW with Police, the NSW Health.
* Exchange relevant information with a range of agencies including NSW Police, NSW Health and the Department of Education and Communities.
* Provide, arrange and request care and/or support for children and families.
* Inform reporting agencies of the progress and outcomes of assessments and investigations as permitted by law.

### Child Wellbeing Unit

Child Wellbeing Units have been established in the four government agencies with the largest number of child protection reports. These include the Department of Education and Communities and the Department of Family and Community Services. They can be contacted through the Department’s switchboard.

### NSW Ombudsman’s Office

* Monitors the investigation of and in some cases investigates reportable allegations made against employees in government and non-government agencies, such as children’s services.
* The Ombudsman must be notified of all allegations of abuse or neglect of a child by a children’s services employee.
* A volunteer is also counted as an employee in this situation.

Childrens’ Services Employers must report to the NSW Ombudsman any reportable allegations and convictions made against an employee and ensure they are investigated by the Approved Provider/owner of the Child Care Service with appropriate actions being taken when the investigation is complete. The Approved Provider/owner of the Child Care Service must notify the Ombudsman within 30 days of becoming aware of any reportable allegations or conviction made against an employee in children’s services.

Reportable allegations include any sexual offence, or sexual misconduct, committed against, with or in the presence of a child (including a child pornography offence), any assault, ill treatment or neglect of a child, any behaviour that causes psychological harm to a child.

Employees include:

* any employee of the agency, whether or not employed in connection with any work or activities of the agency that relates to children, and
* any individual engaged by the agency to provide services to children (including in the capacity as a volunteer) and
* work experience participants, students on placements, e.g. TAFE, secondary or tertiary students

The Ombudsman needs to be informed of any allegation regardless of the outcome. These matters are only reported to the Child Protection Helpline if they meet the threshold of significant harm.

Visit [www.ombo.nsw.gov.au](http://www.ombo.nsw.gov.au) for fact sheets and any forms required.

***The Commission for Children and Young People***

* monitors trends and makes recommendations to government and non-government agencies on legislation, policies, practices and services affecting young children.
* has various child protection resources available on-line.
* Receives notifications of the outcomes of completed disciplinary proceedings.

Childrens’ Services Employers must notify the Commission for Children and Young People of details of employees against whom relevant disciplinary proceedings have been completed and or persons whose employment has been rejected because of a risk indentified in employment screening processes.

**Appendix D**

|  |  |
| --- | --- |
| **Child Protection Risk Management Strategy –Risk Management Template for High Risk Activity** | **Director** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **STEP 1** | **STEP 2** | **STEP 3** | **STEP 4** | **STEP 5** | **STEP 6** |
| **Describe the activity**  *Identify all elements of the event from beginning to end* | **Identify Risks**  *Something that could happen that results in harm to a child* | **Analyse the Risk**  *(Likelihood/*  *Consequences)* | **Evaluate the Risk**  *The level of risk* | **Manage the Risk**  *Assess the options* | **Review**  *Nominate who will review after the event/activity* |
|  |  |  |  |  |  |

**Responsibilities**

**The Approved Provider, Nominated Supervisor, educators, staff members and volunteers must:**

* Be able to recognise indicators of abuse (see Appendix B).
* Take anything a child says seriously and follow up their concerns.
* Allow children to be part of decision-making processes where appropriate.
* understand they are mandatory reporters under the legislation and report any situation where they believe on reasonable grounds a child is at risk of significant harm to the Child Protection Helpline on **133 627** (available 24 hours/7 days a week). Educators, staff members and volunteers should make the report with the assistance or support of the Nominated Supervisor.
* Be able to use the Mandatory Reporter Guide which is available at <http://www.community.nsw.gov.au> or [www.keepthemsafe.nsw.gov.au](http://www.keepthemsafe.nsw.gov.au) to help make decisions about whether there is a risk of significant harm. The Guide covers physical abuse, neglect (supervision, physical shelter/environment, food, medical care, mental health care, and education), sexual abuse, problematic sexual behaviour, psychological harm, relinquishing care and carer concerns to do with substance abuse, mental health, and domestic violence).
* Be able to contact Child Wellbeing Units (CWUs) which also help mandatory reporters identify the level of risk to a child and whether to report the risk to the Child Protection Helpline (See Appendix C).
* Contact the police on 000 if there is an immediate danger to a child and intervene immediately if it is safe to do so.
* Connect families with referral agencies where concerns of harm do not meet the threshold of significant harm. These services may be located through CWU Family Referral Services at <http://www.keepthemsafe.nsw.gov.au> (see Services) or the Human Services Network Service Link Directory (HSNet Service Link) at <https://www.hsnet.nsw.gov.au/login/Servicelink.aspx>. Family consent will be sought before making referrals.
* Promote the welfare, safety and wellbeing of children at the service.
* Prepare accurate records to assist investigations of abuse or suspected abuse by the Child Protection Helpline or dealings with referral agencies. Accurate records record exactly what happened, was thought to have happened or potentially could happen.
* Understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people (see “Allegations against Service Personnel”).

**The Approved Provider and Nominated Supervisor must also:**

* ensure that all employees and volunteers are:
* Clear about their roles and responsibilities regarding child protection.
* Aware of their obligations to immediately report cases where they believe a child is at risk of significant harm to the Child Protection Helpline.
* Aware of the indicators showing a child may be at risk of harm or significant harm.
* Provide training and development for all educators, staff and volunteers in the recognition and reporting of abuse and harm.
* Provide reporting procedures and professional standards to safeguard children and protect the integrity of educators, staff and volunteers.
* Inform all stakeholders of the actions or inactions that form a breach of the child protection risk management strategy and the potential outcomes of breaching the strategy.
* Manage any breaches of the child protection risk management strategy.
* Ensure a Working with Children Check clearance number is obtained for all educators, staff and volunteers unless the person meets the criteria for exemption from a WWCC. See exemption factsheet at <http://www.kids.nsw.gov.au>.
* Provide access to relevant acts, regulations, standards and other resources to help educators, staff and volunteers meet their obligations.
* Ensure records of abuse or suspected abuse are kept in line with our Privacy and Confidentiality Policy.
* Notify the NSW Ombudsman within 30 days of becoming aware of any allegations and convictions for abuse or neglect of a child made against an employee or volunteer and ensure they are investigated and appropriate action taken. (See Appendix C NSW Ombudsman’s Office.)
* Notify the Commission for Children and Young People of details of employees against whom relevant disciplinary proceedings have been completed or people whose employment has been rejected because of a risk identified in employment screening processes. (See Appendix C Commission for Children and Young People.)

Allegations against Service Personnel

Allegations of abuse or suspected abuse against educators, staff members, and volunteers, the Nominated Supervisor or Approved Provider are treated in the same way as allegations against other people. Reports will be made to the Child Protection Helpline where a child is at risk of significant abuse by a person at the Service. Educators will make the report with the assistance or support of the Nominated Supervisor. If the Supervisor is involved in the abuse then the Approved Provider or most senior educator will assist in notifying the Child Protection Helpline.

The Nominated Supervisor:

* Will complete an Incident, Injury, Trauma and Illness Record and notify the Regulatory Authority within 24 hours of making the report to the Child Protection Helpline.
* Will provide appropriate support for any educator or staff member who has an allegation made against them.
* Will protect the identity of educators/staff members against whom unsubstantiated complaints have been made will be protected.
* Will review the person’s duties, and if they continue to interact with children, ensure they are appropriately supervised at all times.
* May seek legal advice about restricting that person’s work activities.

Documentation

### **Documenting a *suspicion* of harm**

If educators have concerns about the safety of a child they will:

* Record their concerns in a non-judgmental and accurate manner as soon as possible.
* Record their own observations as well as accurate details of any conversation with a parent (who may for example explain a noticeable mark on a child).
  + Not attempt to conduct their own investigation.
* document as soon as possible so the details are accurately captured including:
  + - time, date and place of the suspicion
    - full details of the suspected abuse
    - Date of report and signature.

### **Documenting a *disclosure* of harm**

A disclosure of harm occurs when someone, including a child, tells you about harm that has happened or is likely to happen. Disclosures of harm may start with:

• ―I think I saw…‖

• ―Somebody told me that…‖

• ―Just think you should know…‖

• ―I‘m not sure what I want you to do, but…‖

When receiving a disclosure of harm educators, staff members, the Nominated Supervisor or Approved Provider will:

* + remain calm and find a private place to talk
  + not promise to keep a secret
  + tell the child/person they have done the right thing in revealing the information but that they’ll need to tell someone who can help keep the child safe
  + only ask enough questions to confirm the need to report the matter because probing questions could cause distress, confusion and interfere with any later enquiries
  + not attempt to conduct their own investigation or mediate an outcome between the parties involved.
* document as soon as possible so the details are accurately captured including:
  + - time, date and place of the disclosure
    - ‘word for word‘ what happened and what was said, including anything they said and any actions that have been taken
    - date of report and signature.

Notifications of abuse

The person making a notification of abuse or suspected abuse will make a record of the answers to the following:

* Name of person they spoke to.
* What the next step in the process is.
* What advice will be sent to confirm the report has been made.
* If there is any further action they need to take.

Confidentiality  
it is important that any notification remains confidential, as it is vitally important to remember that no confirmation of any allegation can be made until the matter is investigated. The individual who makes the complaint should not inform the person they have made the complaint about. This ensures the matter can be investigated without prior knowledge and contamination of evidence.

Safeguards for reportersReports made to Community Services are kept confidential. However, a law enforcement agency may access the identity of the reporter if this is needed in connection with the investigation of an alleged serious offence against a child. Under the *Children and Young Persons (Care and Protection) Act 1998* if the report is made in good faith:

* the report will not breach standards of professional conduct
* the report can’t lead to defamation proceedings
* the report is not admissible in any proceedings as evidence against the person who made the report
* a person cannot be compelled by a court to provide the report or disclose its contents
* the identity of the person making the report is protected.

A report is also an exempt document under the *Freedom of Information Act* 1989.

Procedures for Managing Breaches

This plan outlines the steps to be taken following a breach of the child protection risk management strategy in order to address the breach in a fair and supportive manner.

**Definition**

All educators and staff working with children have a duty of care to support and protect children. A duty of care is breached if a person:

* does something that a reasonable person in that person’s position would not do in a particular situation
* fails to do something that a reasonable person in that person’s position would do in the circumstances
* acts or fails to act in a way that causes harm to someone the person owes a duty of care.

A breach is also any action or inaction by any member of the service, including children and young people, that fails to comply with any part of the strategy including any breach of:

* a statement of commitment to the safety of children and their protection from harm
* a code of conduct for interacting with children
* procedures for recruiting, selecting, training and managing paid employees and volunteers
* policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines
* policies and procedures for implementing and reviewing the child protection risk management strategy
* risk management plans for high risk activities and special events
* strategies for communication and support.

Information for Families

### Our Child Protection Risk Management Strategy

Creating safe and supportive service environments for children is everyone‘s business. Our service is committed to ensuring children are kept safe from harm. We will initiate and maintain ongoing planning and commitment to a safe and supportive environment so children:

* feel safe and protected from harm
* help plan activities and make decisions
* are consulted and respected
* have their best interests considered and upheld.

We have a written child protection risk management strategy to protect the children in our service from harm, and to ensure we have a safe and supportive environment for children by identifying and minimising risks.

The child protection risk management strategy consists of:

* a code of conduct for interacting with children.
* procedures for recruiting, selecting, training and managing paid employees and volunteers, including screening procedures through working with children checks.
* procedures for handling disclosures or suspicions of harm, including reporting guidelines
* procedures for managing breaches of the strategy
* risk management plans for high-risk activities and special events
* strategies for communication and support.

As a parent/carer it is important for you to understand the policies and procedures that form the child protection risk management strategy.

### **Educating Children about Protective Behaviour**

**We aim to teach children:**

* about acceptable and unacceptable behaviour, and appropriate and inappropriate contact in a manner suitable to their age and level of understanding
* that they have a right to feel safe at all times.
* to say ‘no‘ to anything that makes them feel unsafe
* the difference between ‘fun’ scared that is appropriate risk taking and dangerous scared that is not ok.
* to use their own skills to feel safe.
* to recognise signs that they do not feel safe and need to be alert and think clearly.
* that there is no secret too awful, no story too terrible, that they can‘t share with someone they trust .
* that educators are available for them if they have any concerns.
* to tell educators of any suspicious activities or people.
* to recognise and express their feelings verbally and non-verbally.
* that they can choose to change the way they are feeling.

### **Beliefs**

Our service believes that:

* children are capable of the same range of emotions as adults.
* children’s emotions are real and need to be accepted by adults.
* a response given to a child from an adult in a child’s early stages of emotional development can be hugely positive or detrimental depending on the adult’s reaction.
* children are very in touch with their bodies’ reactions to their emotions.
* children who retain, enhance and better understand their body’s response to an emotion are more able to foresee the outcome out a situation and avoid them or ask for help.

**Sources**

**Child Protection (Working with Children) Act 2012**

**Children and Young Persons (Care and Protection) Act 1998**

**The Ombudsman’s Act 1974**

**Community and Disability Services Ministers' Conference (2005). *Creating safe environments for children: Organisations, employees and volunteers: National framework.***

**Community and Disability Services Ministers' Conference (2005). Schedule: Guidelines for building the capacity of child-safe organisations. *Creating safe* *environments for children: Organisations, employees and volunteers: National* *framework.***

**NSW Community Services: NSW Mandatory Reporting Guide**

**The Commission for Children and Young People Act 1998**

**Education and Care Services National Regulations 2011  
Early Years Learning Framework**

**National Quality Standard**

CONSIDERATIONS:

|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Links to other Service Policies** | **Other Documentation/**  **Evidence** |
| S162(a),165, 166, 167, 170, 174, 178  R84, 155, 170, 174, 175, r176 | Standard 2.2  Elements 2.2.1, 2.2.2, 2.2.3 | Excursion, Delivery and Collection of Children, Incident, Illness, Injury and Trauma, Interactions with Children, Providing a Child Safe Environment, Risk Assessment, Staffing and Water Policies. | * NSW Children and Young Person’s (Care and Protection) Act 1998 * Commission for Children and Young People Act 1998 * Child Protection (Prohibited Employment) Act 1998 * Ombudsman Act 1974 (with relevant Child Protection Amendments) * NSW Department of Community Services Mandatory Reporting Guidelines * NSW Child Protection Interagency Guidelines (2006) * Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13 * Keep Them Safe – Information session/ overview participants manual 2009/ 2010 * My Time, Our Place. |

ENDORSEMENT BY THE SERVICE:

|  |
| --- |
| **Approval date: \_\_\_August 2014\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_\_August\_\_2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# RECRUITMENT PROCESS

Job Description

Every position must have a position description which:

* summarises the job and describes the tasks,
* details the skills, qualifications and experience required to perform the job and whether these are essential or desirable criteria.
* Clearly describes the expectations for educators/staff members to provide a safe and supportive environment for children.

### Advertising

* Positions may, at the discretion of Nominated Supervisor and where relevant, be initially advertised internally via email. This process gives current employees the chance to be considered for a transfer or nominate a suitable contact as a potential candidate.
* External advertising will occur when a suitable internal candidate (including employee contact) is unavailable, or may occur concurrently with the internal advertising where the Nominated Supervisor believes it is in the service’s best interests to source additional candidates.

### Recruitment Process

* The Nominated Supervisor will oversee and approve the recruitment process:
  + ensuring there is a documented position description for the vacant position that is accurate and current.
  + arranging for the position to be advertised
  + ensuring there is a standard list of interview questions for all applicants
  + reviewing the applications that have been received and making a short list of applicants
  + arranging suitable interview times with the shortlisted applicants
  + contacting referees for the most suitable candidate(s). A Telephone reference Check Template is attached.
  + making an offer of employment in writing which the applicant must sign as an acceptance of the offer. The applicant must sign a contract of employment containing the specific terms and conditions of employment. A base Employment Contract is attached.
  + notifying unsuccessful applicants by letter, telephone or email.
* Recruitment and selection decisions will be made by the Nominated Supervisor.

### The Job Advertisement

The job advertisement will be written in clear, concise and non-discriminatory language and will contain:

* the title of the position
* a summary of the role and conditions of employment
* the essential and desirable criteria for candidates
* information about what applicants should provide with their applications
* clear, concise details about our Service and our safe, supportive work practices
* advice that the successful applicant will need to undergo a successful Working With Children Check
* the name of a contact person
* the closing date for receipt of applications
* a statement that the Service is an Equal Opportunity Employer

### Interviews

The Nominated Supervisor will conduct the interview. The format of the interview will be:

* advise the applicant about the position and the Service
* discuss the applicant’s skills and experience as they relate to the position
* answer any questions the applicant may have
* advise the applicant about the next steps in the selection process
* obtain permission to contact the applicant’s nominated referees.

### Selection of Candidates and Offer of Employment

Following the interviews, we will check the work histories and references of the most suitable candidates(s) after obtaining their permission. If a decision is made to employ the most suitable candidate, we will make a written offer of employment.

The successful applicant must sign a contract of employment containing the specific terms and conditions of their employment.

### Exit Interviews

If an employee resigns, management will undertake an exit interview with the person to:

* gather information about the effectiveness of the recruitment process.
* identify possible areas for improvement in organisational processes, management, job design, remuneration or career planning and development.
* receive positive feedback on what is working well.

# PROVIDING A CHILD SAFE ENVIRONMENT

Security

* Only approved educators and management members will be given a key to access the building and equipment areas.
* A key register will be maintained that indicates the person's receipt of the key, date received, and date returned on completion of employment or completion of term as member of Management. If the service is situated on a school site, EBASCC will adhere to key registry requirements of the school.
* Extra keys will only be cut after agreement by the management and a record made of where they are.
* All monies and important documents will be kept in a lockable place and access will only be permitted by approved staff and management members.
* Educators will ensure that the building is left in a secure manner before leaving and all windows, cupboards, safe, and other relevant areas are locked. All heating and lighting is off and all doors properly secured.
* Educators will inform the police and the committee as soon as possible if there has been a break in to the service of any kind.
* Educators will remain at EBASCC until the police arrive or inform them of what to do.

## **Buildings, equipment and maintenance**:

* Equipment will be chosen to meet the children's developmental needs and interests. There will be sufficient access to furniture, materials and developmentally appropriate equipment suitable for the education and care for each child.
* EBASCC premises and all equipment and furniture will be maintained in a safe, clean condition and in good repair at all times.
* Children will be provided with adequate, developmentally and age-appropriate toilet, washing and drying facilities. These will enable safe use and convenient access by children.
* There must be no damaged plugs, sockets, power cords or extension cords.
* All plug sockets shall be maintained as child safe.
* Electrical appliances shall be in good working order.
* Electrical circuit breakers will be installed and be maintained.
* Provision will be made in the budget for regular maintenance and repair work and for deferred costs of major capital repairs.
* Management will develop a list of fully licensed and insured trades persons, which is made available to educators. This list will be reviewed on an annual basis.
* All contractors should have their own public liability insurance.
* EBASCC and equipment will be regularly checked to ensure that they are in a good and safe condition, comply with relevant Australian Standards and have appropriate soft-fall surfacing maintained.
* Equipment will be regularly washed and cleaned.
* Recycled craft materials should be checked for potential hazards.
* Educators should ensure safe handling of all tools if used as part of any activity.
* Families will be encouraged to notify educators of any safety issues they observe.
* Anything that requires maintenance is to be reported to the Nominated Supervisor as soon as possible.
* Faulty equipment should be removed or protection placed around any dangerous building sites.
* A maintenance book will be kept that records any maintenance that needs to be addressed.
* The maintenance book will record;
* Type of problem
* Date that it was observed
* Who notified the Nominated Supervisor and when?
* What was done to rectify the problem?
* Date repaired
* Tradesperson employed to repair the problem
* For urgent repairs the Nominated Supervisor will organise a contractor to attend to the problem. The contractor will be chosen from a list that has been previously approved by the committee.
* Non-urgent repairs will be recorded in the maintenance book. The Nominated Supervisor will note this in their report and bring it to the attention of management at the next meeting. Management and the Nominated Supervisor will organise to rectify the problem.
* For major repairs a minimum of three quotes will be sought and reviewed by management who will make a decision on a further course of action. The Nominated Supervisor or someone with management control may obtain the quotes.
* Maintenance reviews should be done as part of the Nominated Supervisor’s report at each meeting.
* The Nominated Supervisor will also give a review of works completed by any tradesman employed, for future reference.
* It is the responsibility of management, once a problem has been raised, to ensure that it is rectified in the most efficient manner and that EBASCC is safe for educators and clientele.
* Should EBASCC be considered unsafe or as being a health risk, then EBASCC will be closed, after notice has been given to all relevant parties, until the problem has been rectified.
* EBASCC will have an appropriate number of first aid kits that are suitable to the ages and needs of the children attending. The first aid kit will be well stocked and be easily recognised and accessible at all times.

This risk assessment has been completed to identify potential emergencies that are of relevance to the particular service in accordance with r97(2). The services policies and procedures are based on the management of these scenarios and can be categorised as either an evacuation (E) or lockdown (L).

1. Which of the following emergency scenarios are relevant to your service? (Based on geographic location, environmental influences and past history of events)

|  |  |  |
| --- | --- | --- |
| **Scenario** | **Evacuation/Lockdown** | **Tick if applicable** |
| Fire | E | ☐ |
| Flood | E | ☐ |
| Cyclone | E | ☐ |
| Earthquake | E | ☐ |
| Tsunami | E | ☐ |
| Bushfire | E | ☐ |
| Chemical spills | E/L | ☐ |
| Hostage situations | L | ☐ |
| Intruders | L | ☐ |
| Heatwave | L | ☐ |
| Power Failure | L | ☐ |
| Thunderstorm | E/L | ☐ |

1. Are there any other scenarios not listed above that are of relevance to this service?

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1. For all scenarios ticked in Q.1 and added in Q.2 above, does the service have a completed Risk Assessment?

Yes: ☐ No: ☐

1. Are the service’s emergency procedures for evacuations and lockdowns rehearsed and documented every 3 months?

Yes: ☐ No: ☐

1. Does the service have a copy of the emergency and evacuation floor plan and instructions for staff to follow displayed prominently near each exit?

Yes: ☐ No: ☐

Storage:

* A storage system should be devised that ensures easy access and un-cluttered storage of all equipment.
* Storage areas will be cleaned and tidied at least twice a year or when seen as necessary.
* Play equipment and toys should be easily accessible to all children during the operating hours of EBASCC.
* Children will show respect for the equipment and be expected to pack equipment away that they have used to avoid trip hazards.
* All equipment is to be neatly packed away at the end of each session.
* Craft equipment will be stored in a separate area, children should ask permission before removing any craft equipment, such as paints and glues etc. which has not been set up by the staff.
* All craft equipment is to be properly washed and cleaned before storage.
* Where room permits, a separate storage area will be available for sporting and large outdoor equipment to prevent clutter.
* All items such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, first aid equipment, and medications should be stored in the designated secured area which is inaccessible to the children. Educators are responsible to ensure that these areas remain secure and that they do not inadvertently provide access to these items.
* Kitchen and other refuse areas will be provided with lidded facilities that are cleaned and emptied daily.
* Educators and management will ensure that all family records are kept in a nominated secure place, ensuring that records are kept confidential and not left accessible to others during the course of the daily operations.

Ventilation, temperature and natural light:

* All heating and cooling systems will be of good quality and checked regularly to ensure safety and reliability.
* All heating and cooling systems and power cords will be kept in a safe area and away from children.
* Educators will take individual needs and specific activities into account when ensuring that heating, ventilation levels are comfortable.
* Should educators, children or families complain about the temperature in EBASCC not being at a comfortable level, this matter will be drawn to the attention of management and steps will be made to address the problem.
* Adequate ventilation will be provided at all times. Windows will be properly maintained to ensure easy opening and protection from bugs and insects.
* Where activities involve toxic materials such as paints and glues, staff are to ensure there is adequate ventilation before undertaking the activity.
* Windows are to be opened during operation of EBASCC unless closed to protect from extreme weather conditions.
* Natural light is considered to be most desirable. Provision of natural light areas will be enhanced as much as possible.
* In areas made available for children's homework or other fine detail, natural light will be made available where possible and good overhead lighting provided.
* Adequate light will be maintained both indoors and outdoors. A security light will be placed at the entrance to EBASCC that clearly provides unobstructed view of the door and surrounding areas.
* Outdoor lighting will be suitable so that families, staff and children can enter and exit the building without any unsafe dark areas.

Pest control:

* Equipment and especially food items will be properly stored so as not to attract pests and vermin.
* Refuse bins and disposal areas will be emptied and cleaned daily.
* Kitchen, food preparation areas and storage will be cleaned and maintained daily.
* All areas will be checked daily for any signs of pests or vermin.
* Should any pests or vermin be identified then action should be taken to rid EBASCC of the problem by:
* Initially using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-chemical products.
* Low irritant, environmentally friendly sprays to be used minimally and only with adequate ventilation and preferably not in the presence of the children.
* Other methods such as the employment of a pest control company if deemed necessary by management where the above methods have failed.
* If urgent, the Nominated Supervisor may obtain a contractor from management list to address the problem.
* If non urgent, the Nominated Supervisor will bring the problem to the attention of management in their report and management will decide on the appropriate course of action.
* All families will be notified of any use of chemicals.
* Any use of chemical products should only be conducted outside the hours of the children and educators’ presence in the building.
* All action will be taken to remove the children, educators, families and visitors from the environment for as long as is safe and viable.

Managing the indoor and Outdoor Environment:

INDOOR ENVIRONMENT:

* EBASCC’S indoor environment will be smoke free and no smoking notices will be prominently displayed.
* The Nominated Supervisor will only enrol the number of children in EBASCC, which can comfortably fit into the building space and in accordance with the National Regulations.
* Where children are indoors for long periods due to weather conditions, special activities will be planned and other areas sought to disperse the group such as school halls and verandas.
* Separate areas in the indoor environment will be provided for:
  + Signing children in/out of EBASCC.
  + Collection of fees, answering phones, and maintaining daily records.
  + Educators and families to talk in confidence.
  + Children to store their bags and belongings.
  + Storage of equipment, food, dangerous materials, and family records.
  + Preparation of food and drinks.
  + Kitchen and other refuse.
  + Cleaning of equipment.
  + Male and female toilet, hand basins and hand drying facilities.
  + Creative and other activities.
  + Large and small group activities.
  + Display of children's activities and work.
  + Quiet space for children to retreat to, or do homework or lie down if unwell.
* The indoor area is to be set up to allow children to participate in a variety of activities with easy access to equipment. Drawing paper and other materials will be made available to the children at all times.
* Easy access to areas should be maintained by making clear easily definable passageways and walkways though the building.
* Staff will ensure that children properly store their bags and that bags and other items are not thrown into walkways or play areas.
* All items obstructing areas are to be removed and placed in the correct storage areas.
* Areas must be set up to ensure that proper supervision can be maintained at all times.
* Access to the outdoor environment should be clear and easily accessible by the children and staff.

## OUTDOOR ENVIRONMENT:

* The outdoor environment provides each child with at least 7 square metres of unencumbered outdoor space in compliance with National Regulation 108.
* The outdoor environment will be smoke free and where possible, no smoking notices will be prominently displayed.
* The outdoor space will be inspected daily for any obstacles or dangerous items and the hazard check will be recorded.
* Any hazardous items will be disposed of in a safe and careful manner prior to the children playing in the area.
* The outdoor space will be set up in a variety of ways to encourage participation.
* Areas will be made available where children can play in large or small groups or by themselves.
* Supervision should be properly maintained and only staff that have been rostered on for that day will be allowed on premises. Children are only to play in areas that are clearly visible to educators, and where child/educator ratios are maintained.
* Clear boundaries shall be set and enforced.
* When it is necessary to go outside the boundaries or line of supervision, an educator must accompany children.
* Adequate shade via trees and coverings will be maintained.
* As far as possible, activities will be set up in shaded areas.
* Use of other outdoor venues will be considered where access to the area is safe, adequate supervision can be maintained, the area is considered of value to the children's physical development and personal comfort, and where adequate staff/educator ratios can be maintained.

**Child Protective Practices** (as seen above)

## Mandatory reporting:

* A Mandatory Reporter is anybody who delivers services to children as part of their paid or professional work.
* In OSHC services mandatory reporters are:
* Educators that deliver services to children
* Management, either paid or voluntary, whose duties include direct responsibility or direct supervision for the provision of these services.
* Educators are mandated to report to Community Services if they have current concerns about the safety or welfare of a child relating to section 23 of the NSW Children and Young Persons (Care and Protection) Act 1998
* Section 23 (1):
* a-b) Child is at significant risk of harm – Neglect
* a) Basic physical or psychological needs not being met or are at risk of not being met.
* b) Families unwilling or unable to provide necessary medical care
* b1) Families unwilling or unable to arrange for the child or young person to receive an education
* c) Child is at significant risk of harm – Physical / Sexual abuse
* d) Child is at significant risk of harm – Domestic violence
* e) Child is at significant risk of harm – Serious Psychological harm
* Child is at significant risk of harm – Prenatal report
* Educators will undergo training in relation to child protection and reporting as part of the training budget.
* Reports should be treated with strict confidentiality in adherence to EBASCC’s Confidentiality Policy and Procedures.
* Any educator who forms a belief based on reasonable grounds that a child is at risk of harm should discuss their concerns with the Nominated Supervisor and/or the Responsible Person in charge of daily operation as they may have information the educator is not aware of. The incident/s that lead the educator to form the belief should be recorded concisely, include as much detail as possible and be kept in a secure place to ensure confidentiality.
* The Nominated Supervisor/Responsible Person will then assist staff in completing the online Mandatory Reporters Guide (MRG) to determine whether the report meets the threshold for **significant** risk of harm (see point below for further information regarding the MRG).
* If directed by the MRG to report to Community Services, should report their concerns to the Child Protection Helpline:
* Mandatory Reporters phone 13 36 27
* Non-Mandatory reporters phone 132 111
* When reporting to the Child Protection Helpline, it is important to have as much information as possible available regarding the child/children involved and any specific incident details. This might include child’s information, family information, reporter details and outcomes of the MRG.
* If the Nominated Supervisor has been advised to but has not reported to Community Services you are legally responsible to do so.
* Once a report is made to the Child Protection Helpline no further report needs to be made unless new information comes to hand.

## Mandatory reporting guide (MRG):

* The MRG has been developed to help frontline mandatory reporters, including OSHC educators, determine whether the risk to a child or young person meets the new statutory threshold of ‘risk of significant harm’. The MRG will guide the reporter on what action should be taken. The MRG is an interactive tool and is available online at [www.keepthemsafe.nsw.gov.au](http://www.keepthemsafe.nsw.gov.au).
* If still in doubt the Community Services Helpline will provide feedback about whether or not the report meets the new threshold for statutory intervention.
* If new information presents concerning the child or young person run the MRG tool again.
* Where concerns do not meet the significant harm threshold, the MRG tool may guide you to ‘Document and continue the relationship’. This requires the service to continue to support, provide services, and coordinate assistance and referral for the child and their family.
* Regardless of the outcome of using the MRG, the family and child will require support and referral where possible.
* The report page from the MRG should be printed and placed in the child/family file for future reference regardless of whether or not further action is recommended.

## Information exchange:

* In order to provide effective support and referral it may be necessary to exchange information with other prescribed bodies including government agencies or non-government organisations and services.
* The NSW Children and Young Persons (Care and Protection) Act 1998 has been amended (2009) to include chapter 16A Information Exchange
* Chapter 16A requires prescribed bodies to take reasonable steps to coordinate decision making and the delivery of services regarding children and young people
* Under Chapter 16 A NSW Children and Young Persons (Care and Protection) Act 1998, educators will exchange information that relates to a child or young persons safety, welfare or wellbeing, whether or not the child or young person is known to Community Services and whether or not the child or young person consents to the information exchange.
* The information requested or provided **must** relate to the safety, welfare or wellbeing of the child. Information includes:
* A child or young persons history or circumstances
* A parent or other family member, significant or relevant relationship
* The agency’s work now and in the past
* Where information is provided in good faith and according to legal provisions, under section 29 & section 245G NSW Children and Young Persons (Care and Protection) Act 1998; reporters cannot be seen as breaching professional etiquette or ethics or as a breach of professional standards. There can be no liability for court action.

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

* Should an incident occur that involves a child being put at risk of harm from an educator, volunteer, trainee or person visiting the service, this is regarded as **‘reportable conduct’** and necessitates such conduct being reported to the NSW Ombudsman within 30 days.
* Where the allegation is made to an educator or member of management the facts as stated will be recorded in writing, using an Incident Report template that includes dates, times, names of person/s involved, name of person making allegation and the person making the report. This report should be kept on record and treated as strictly confidential.
* If the Nominated Supervisor or responsible person in charge is suspected then the service’s management should be informed.
* The relevant forms together with information and assistance are available on line at [www.ombo.nsw.gov.au](http://www.ombo.nsw.gov.au).
* The person making the report should follow the advice of the Ombudsman’s Departmental Officers. Management will also follow this advice.
* The matter will be treated with strict confidentiality.
* For the protection of both the children and the educator involved, the educator should be encouraged to take special leave or be removed from duties involving direct care and contact with children, until the situation is resolved.
* Support should be provided to all involved. This support can be given in the form of counseling or referral to an appropriate agency.

## Recruitment and orientation of staff:

* All educators employed by the service including management, full time/ part time and casual educators, volunteers and students will be subject to a Working with Children Check carried out by the NSW Commission for Children and Young People. Written approval from the prospective employee will be sought prior to this check being carried out. All employees and management will also complete a Prohibited Employment Form that will be kept on file.
* When the service engages a self-employed individual to provide services, the provider is required to provide a **Certificate for Self-Employed People.** This certificate ensures verification that the person employed is not banned by law from working with children.
* All staff will be informed of their responsibilities as a Mandatory Reporter as part of their orientation and induction process. This will involve discussion regarding their current understanding, use of this policy and resources and access to Child Protection training. Information related to sexual grooming will also be provided upon orientation and induction to ensure that staff are fully aware of the signs and limits related to appropriately interacting with children.

CONSIDERATIONS:

|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Care Services National Regulations** | **National Quality Standard** | **Other Service policies/**  **Documentation** | **Other** |
| r82, r84, r85, r86, r87, r89, r103, r105, r107, r108, r109, r110, r114, r115, r155, r170, r176, r168. | Quality Area’s 2, 3, 4, 5 & 7. | * Parent handbook * Staff handbook * Health and Safety policies and procedures * Staffing policies and procedures | * NSW Children and Young Person’s (Care and Protection) Act 1998 * Commission for Children and Young People Act 1998 * Child Protection (Prohibited Employment) Act 1998 * Ombudsman Act 1974 (with relevant Child Protection Amendments) * NSW Department of Community Services Mandatory Reporting Guidelines * NSW Child Protection Interagency Guidelines (2006) * Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13 * Keep Them Safe – Information session/ overview participants manual 2009/ 2010 * My Time, Our Place. |

ENDORSEMENT BY THE SERVICE:

|  |
| --- |
| **Approval date: \_\_\_\_August 2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_\_\_\_August 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# PHOTOGRAPHY POLICY

**NQS**

|  |  |  |
| --- | --- | --- |
| QA4 | 4.2.1 | Professional standards guide practice, interactions and relationships. |

|  |  |  |
| --- | --- | --- |
| QA5 | 5.2.3 | The dignity and the rights of every child are maintained at all times |

**MTOP**

|  |  |  |
| --- | --- | --- |
| LO1 | 1.1 | Children feel safe, secure, and supported |

**Aim**

Before we take and distribute photographs of children using the Service we will obtain appropriate authorisations from parents to ensure the privacy of children and families is respected.

**Related Policies**

Enrolment Policy

Privacy and Confidentiality Policy

Social Media Policy

**Implementation**

The Nominated Supervisor will ensure:

* our photography policy is discussed during a child’s enrolment at our service.
* parents authorise in writing the taking of photographs of their child at the Service before any photographs are taken.
* authorisation is obtained in relation to the taking of photographs by educators and staff members at the Service, and other individuals using the Service including school photographers, individuals undertaking research projects and students on practicum placements.
* written authorisations obtained from parents cover why the photographs will be taken and how they will be used.
* express consent is obtained from parents about the posting of any photographs on the Service’s social media account or a related social media account with which the Service has a professional relationship. Service photographs of children will not be posted on any social media forum if parental consent to this has not been obtained. Refer Social Media Policy for more information.
* express consent is obtained from parents before any photographs of their child are used to publicise the Service, or to support any research projects or study placements. Consent will be obtained for example, before any photographs are posted on the Service’s website or included in brochures or media articles.
* parents/families are notified about the presence of school photographers, researchers and students on practicum placements before they take any photographs of the children.
* parents’ wishes in relation to the taking of photographs of their children will be respected at all times and educators and staff do not photograph children where parents have not authorised the taking of photographs. This may require the child to be removed from group situations where photos will be taken.
* written authorisations obtained from parents include advice that parents may withdraw their authorisation to take photographs of their children at any time by advising the Nominated Supervisor in writing.

The Nominated Supervisor will advise parents and families that:

* they may only photograph their own child at the Service unless given permission by another child’s parent.
* we do not condone the display of photographs taken of children from other families on the internet.
* where parents have given permission for their child to be photographed by anyone other than a staff member or educator, the Service does not accept responsibility for the distribution or use of any photograph taken by the individual.

**Sources  
National Quality Standard  
My Time Our Place**

ENDORSEMENT BY THE SERVICE:

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| --- |
| **Approval date: \_\_August 2014\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_August 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# Social Networking/Media Use Policy

## Definition of Social networking sites

Web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site.[[1]](#footnote-1)

## Examples of problematic use

1. During a staff Christmas party, photographs are taken of staff drinking what appears to be alcohol, laughing and joking and playing pranks on each other. A staff member then uploaded the photos to the agency Facebook site.

A few days later parents of children attending the centre saw the photos, following which they lodged complaints that left a poor general impression of staff and the service. Additionally some staff appeared significantly affected by alcohol the night before they were to care for the children early the following day, raising questions about the ability of staff to appropriately care for children.

2. A staff member took ‘selfies’ while at work. The photos were automatically viewable on Instagram. Clearly visible in the background were children attending the service. Some of the children’s parents had signed declarations that they did not wish images of their children to be accessible to persons inside or outside of the service.

In the same way that agency policies include dress policies, security and behaviour policies for the safety of staff and children, so too does an agency require social media policies for staff in relation to the children attending the service.

## Related Policies

Australian National Quality Standards

|  |  |  |
| --- | --- | --- |
| QA4 | 4.2.1 | Professional standards guide practice, interactions and relationships |
|  | 4.2.3 | Interactions convey mutual respect, equity and recognition of each other’s strengths and skills |
| QA5 | 5.2.3 | The dignity and the rights of every child are maintained at all times |
| QA6 | 6.1 | Respectful supportive relationships are developed and maintained |
| QA7 | 7.1.1 | Appropriate governance arrangements are in place to manage the service |

Australian National Regulations

|  |  |  |
| --- | --- | --- |
| Regs 181 | Confidentiality of records kept by approved provider |  |
| 181-  184 | Confidentiality and storage of records |  |

## Who is affected by this Policy?

Children

Staff

Families

Management

## Implementation

6.1 The policy relates to accessing and using social networking platforms and applications on any device such as desktop computers, mobile telephones and tablets.

6.2 Use of devices by students on placement requires prior service approval. The use of images of children at the service by students requires the approval of the relevant child’s guardian. Images can only be used for assessment purposes.

6.3 Guardians of children attending the service will be requested to sign a social media and privacy agreement regarding the use of their child’s image (still or motion) by the service. If the guardian has not signed an agreement the service will act as if the guardian does not wish images of their child to be used by the service in any fashion.

6.4 In those instances in which a guardian has given permission for their child’s image to be used by the service, the child shall have the final say as to whether they wish any particular image to be used. Children can also decide they do not wish any image to be used, even if permission has already been given by a guardian. In all instances the child’s permission shall be sought prior to the use of any image and they shall be informed it is perfectly reasonable to say ‘No’.

6.5 Only the Co-ordinator can add or amend information on the service’s social media sites without seeking prior approval.

6.6 Only the Co-ordfinator can provide permission to other staff to add or amend information on the service’s social media sites.

6.7 Social networking websites should not be accessed while at work unless with the express permission of a supervisor.

6.8 Staff who can access a social networking site via their mobile phones are not to do so during their shifts at the service and are not to use their camera or video phones to take photos/pictures while at the service unless approval has been granted by the Co-ordinator, staff will use the Centre ipad

6.9 Unless by prior approval, no information about what happens at the service should be posted on a social networking website, nor should any photos taken at the service or on an excursion be put on a social networking website. If a staff member puts photos of a child or children enrolled at the service on a social networking website, families will immediately be contacted.

6.10 If possible, the social networking website will be contacted to delete the photos. The staff member will face an inquiry into their actions and possibly face termination of employment.

6.11 Please be aware that social networking websites are not a private means of communication but can be accessed by the public, therefore, it is important not to share private information about service families or other staff on social networking websites. A staff member doing so will face an inquiry into the situation by management and any involved party and depending on the severity of the situation face possible termination of employment.

6.12 Should harassment of any kind take place on a social networking site, such as, but not limited to, sexual or verbal harassment, staff will face an inquiry into their actions and depending on the severity of the situation face possible termination of employment.

6.13 Should a family member related to the service harass a staff member via a social networking website, management will conduct an inquiry into their actions and depending on the severity of the situation face possible termination of employment/termination of their child’s place at our service.

6.14 This policy also complies with state and national laws regarding social networking websites. Should a staff member break the law on a social networking website, such as, but not limited to, defamation, the service will contact the police and other relevant authorities.

6.15 Service policy should include which positions are authorised to make entries on social network

6.16 The service should review which photographs and images exist on the services social media sites every 2 years. Image of children that are more than 2 years old should be considered for removal.

## Review

This policy will be reviewed every 2 years and the review will include <Management, Employees, Families and Interested Parties>

## Sources

National Quality Standard

Education and Care Services National Regulations 2011

<http://unicentre.uow.edu.au/content/groups/public/@web/@unic/@mrkt/documents/doc/uow146319.pdf>

<http://www.redcross.org.au/files/Induction_Handbook_lowres.pdf>

<http://www.probonoaustralia.com.au/news/2014/05/not-profit-social-media-policy#sthash.KILmne4V.vtnmON0j.dpuf>

<http://www.decd.sa.gov.au/oshc/pages/services/media/?reFlag=1>

<http://media.wix.com/ugd/76ebc5_644d8cc6b785864b988063b316616056.pdf>

Social Media Policy

POLICY STATEMENT

*Our service* will ensure that children, educators and families are not compromised on any form of social networking or related website but that social media and associated technology is used to enhance our service and provide opportunities to the children to assist in their learning, development and entertainment.

PROCEDURE

* This policy relates to accessing and using social networking platforms and applications on any device such as desktop computers, mobile phones and tablets.
* Children will not be permitted to use their own devices in the service unless permission has been gained from staff prior and it is for a specific purpose.
* Families will be requested to sign a social media and privacy agreement regarding the use of their child’s image (still or motion) by the service. If a parent has not signed an agreement the service will act as if they do not wish images of their child to be used by the service.
* When a family has given permission for their child’s image to be used by the service, the child shall have the final say as to whether they wish any particular image to be used. Children can also decide they do not wish any image to be used, even if permission has already been given by a parent. In all instances the child’s permission shall be sought prior to the use of any image and they shall be informed it is perfectly reasonable to say ‘No’.
* Use of devices by students on placement or volunteers requires prior service approval. The use of images of children at the service by students requires the approval of the relevant child’s guardian. Images can only be used for assessment purposes.
* Only an authorised staff member or member of management can add or amend information on the service’s social media sites without seeking prior approval. The authorised staff member or management person can also provide permission to other staff to add or amend information on the service’s social media sites where necessary.
* Social networking websites should not be accessed while at work unless with the express permission of management.
* Staff who can access a social networking site via their mobile phones are not to do so during their shifts at the service and are not to use their camera or video phones to take photos/pictures while at the service unless approval has been granted by a supervisor.
* Unless by prior approval from management/Nominated Supervisor, no information about what happens at the service should be posted on a social networking website, nor should any photos taken at the service or on an excursion be put on a social networking forum. If a staff member puts photos of a child or children enrolled at the service on a social networking website, families will immediately be contacted and the staff member asked to remove it immediately. If necessary, the social networking website will be contacted to delete the photos. The staff member will face an inquiry into their actions and possibly face termination of employment.
* Please be aware that social networking websites are not a private means of communication but can be accessed by the public, therefore, it is important not to share private information about service families or other staff on social networking websites. A staff member doing so will face an inquiry into the situation by management and any involved party and depending on the severity of the situation may face possible termination of employment.
* Should harassment of any kind take place on a social networking site, such as, but not limited to, sexual or verbal harassment, staff will face an inquiry into their actions and depending on the severity of the situation may face possible termination of employment.
* Should a family member related to the service harass a staff member via a social networking website, management will conduct an inquiry into their actions and depending on the severity of the situation face possible termination of their child’s place at the service.
* This policy also complies with state and national laws regarding social networking websites. Should a staff member break the law on a social networking website, such as, but not limited to, defamation, the service will contact the police and other relevant authorities.
* The service should review which photographs and images exist on the services social media sites every 2 years. Image of children that are more than 2 years old should be considered for removal.

CONSIDERATIONS:

|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Links to other Service Policies** | **Other Documentation/**  **Evidence** |
| S168  R181, 183, 184 | Standards 4.2, 6.2  Elements 4.2.1, 4.2.2, 6.2.3 | * Communication with Families, Confidentiality, Governance and Management, Staffing Policies. | * My Time Our Place * Parent Handbook * Staff Handbook |

ENDORSEMENT BY THE SERVICE:

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| --- |
| **Approval date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# ENROLMENT AND ORIENTATION

POLICY STATEMENT:

EBASCC accepts enrolments to the service for primary school age children in accordance with funding priorities and guidelines. An orientation process is in place for children and their families. The purpose of this is to:

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

PROCEDURES:

## Eligibility/Priority listing

* Access and eligibility will be subject to the Priority of Access Guidelines set down by the Department of Education, Employment and Workplace Relations (DEEWR), these are:
* Priority 1 – a child at risk of serious abuse or neglect
* Priority 2 – a child of a single parent who satisfies, or of parents who both satisfy, the work, training, study test under section 14 of the *A New Tax System (Family Assistance) Act 1999*
* Priority 3 – any other child
* Within these main categories priority should also be given to the following children:
* Children in Aboriginal and Torres Strait Islander families
* Children in families which include a disabled person
* Children in families on low incomes
* Children in families from culturally and linguistically diverse backgrounds
* Children in socially isolated families
* Children of single parents.
* As well as the above, EBASCC policy is that children must be enrolled in Primary school in order to be eligible to attend the EBASCC. Children of Preschool age will not be accepted into the program, except for the December/January Vacation care period immediately prior to them commencing Primary school – this enrolment will be accepted upon proof that the child is enrolled to commence Primary school. Children who have completed Year 6 may be eligible to attend EBASCC at the discretion of the Nominated Supervisor.

## Inclusion of children additional needs

* Provision of places for children with additional needs will be made wherever possible, with a regular review period. Access to care will focus on the needs of the child and the EBASCC’s ability to meet these needs. Ongoing arrangements will be at the discretion of the Nominated Supervisor in consultation with parents and educators.

## Waiting list

* Where demand for care exceeds the EBASCC’s number of approved places, families will be placed on the EBASCC’s waiting list. When completing waiting list details families will be advised of the Priority of Access Guidelines.
* Waiting lists will be updated annually. A request for updating family details and contact numbers will be sent to each family on the waiting list. If the service does not receive an updated reply by email and the form is not returned to the service, families will be removed from the list, as it is presumed the family is no longer requiring care

## Enrolment

* Enrolments will be created on line with the Priority of Access Guidelines and the Child Care Subsidy System (CCSS).
* Parent are responsible to log into MYGOV.com account and accept the enrolment from EBASCC
* Enrolments will not be accepted from families without full completion of the enrolment form. To secure the enrolment, parents are required to pay the enrolment fee and security deposit (2 weeks full fees). Information about fees is included in the Fee Policy.

## Attendance and enrolment records

* Accurate attendance records will be kept, which:
* Records the full name of each child attending EBASCC
* Records the date and time each child arrives and departs
* Is signed on the child’s arrival and departure by either:  
  - The person who delivers or collects the child  
  - The Nominated Supervisor or an educator (Regulation 158); and
* Meet the requirements of the Child Care Management System (CCMS)
* An enrolment record for each child will be kept at EBASCC which includes all details outlined in Regulations 160, 161 and 162.

## **Child’s attendance once enrolled**

* EBASCC’S responsibility for the child begins when placed in the staff’s care by parent or guardian, or when they arrive from school for the afternoon session. If a child is to be absent on a day they are normally booked, the family must notify EBASCC as soon as possible. The rules for Allowable Absences under CCS will be followed in relation to all absences.
* If a child who is enrolled with the service, but is not on the Roll for a particular day, arrives at EBASCC, the Nominated Supervisor, or other relevant staff member will be contacted immediately to see if the child has been booked in for the day.
* If a child has not been enrolled they must not be taken into care under any circumstances. In this case, please contact the school and/or child’s parents (if possible) immediately.

## **Cancellation of enrolment**

* Cancellation of an enrolment may be initiated in two different situations:
* A parent advises the service that no further care needs to be provided
* The service identifies that care is no longer required or being provided   
  (*CCS Ending Enrolments*)
* The family must give two weeks’ notice if they wish to cancel a child’s enrolment. Refunds may be granted under exceptional circumstances after discussion with the Nominated Supervisor.
* CCS guidelines will be followed once an enrolment is cancelled.

## **Confidentiality and storage of records**

* Enrolment information will be kept in strict confidence according to EBASCC Confidentiality Policy. All enrolment records will be kept in a safe and secure place and kept for the period of time specified in the Regulations (Regulations 158, 159,160, 183).

## Orientation

* Families who are enrolling their child for the first time will be sent the Parent Handbook and the key policies for families prior to the child’s first day at EBASCC. Families should read this handbook so that their child is prepared for their first day at EBASCC and to give them time to complete all relevant forms.
* Parents should advise educators when they are greeted that it is their child’s first day at EBASCC and the educator will introduce themselves and guide them through the sign-in/out process, check that all relevant forms and authorities have been signed and show them around the Centre.
* Educators will introduce the child to other children and engage them in an activity. The educator will remain with the child until they are settled and comfortable in the new environment. Educators will carefully monitor the child whilst in the service to ensure they are settling in.

CONSIDERATIONS:

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| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Links to other Service Policies** | **Other Documentation/**  **Evidence** |
| S175  R155, 156, 157, 158, 160, 161, 162, 168, 177, 183. | Standards 1.1, 2.1, 4.1, 5.1, 5.2, 6.1  Elements 1.1.2, 2.1.1, 4.1.2, 5.1.1, 5.1.2, 5.2.1, 5.2.2, 6.1.1, 6.1.2 | * Fee Policy * Confidentiality Policy * Delivery and Collection of Children Policy * Acceptance & Refusal of Authorisations Policy * Governance & Management Policy * Communication with Families Policy * Interactions with Children Policy | * Network *Record Keeping* Factsheet * Child Care Service Handbook (DEEWR) * Service Enrolment form * Family Handbook |

ENDORSEMENT BY THE SERVICE:

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| **Approval date: \_\_August 2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_August 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# GOVERNANCE AND MANAGEMENT OF THE SERVICE INCLUDING CONFIDENTIALITY OF RECORDS

GOVERNANCE & MANAGEMENT

POLICY STATEMENT:

*Our service* aims to provide a high quality education and care service that operates according to all legal requirements and recognised best practice in service management. We will ensure there are appropriate governance arrangements in place at all times. There will be an ongoing process of review and evaluation and all relevant information will be readily available to stakeholders.

The governing document of the organisation will be the constitution that deals with the key legal requirements for running the organisation. A copy of the constitution will be readily available to all committee members to consult. New members will be given a copy of the constitution as part of their orientation.

For the purpose of Regulations the Management Committee is the Approved Provider. The Management Committee as the Approved Provider will ensure that all aspects of governance and management are clearly articulated and complement the service Philosophy. The Management Committee as Approved Provider will ensure that copies of the current policies and procedures required under Regulation 168 are available for inspection at the service at all times in accordance with Regulation 171.

RESPONSIBILITIES:

* The responsibilities of the Approved Provider that cannot be delegated to any other person or body include:
* Compliance monitoring – ensuring compliance with the objects, purposes and values of the service, and with its constitution
* Organisational governance – setting or approving policies, plans and budgets to achieve those objectives, and monitoring performance against them
* Strategic planning – reviewing and approving strategic direction and initiatives
* Regulatory monitoring – ensuring that the service complies with all relevant laws, regulations and regulatory requirements
* Financial monitoring – establishing and maintaining systems of financial control, internal control, and performance reporting; reviewing the service’s budget; monitoring management and financial performance to ensure the solvency, financial strength and good performance of the service
* Financial reporting – considering and approving annual financial statements and required reports to government;
* Organisational structure – setting and maintaining a framework of delegation and internal control
* Staff selection and monitoring – selecting, evaluating the performance of, rewarding and, if necessary, dismissing staff. Nominating appropriate Nominated Supervisors and ensuring a Responsible Person is always available on shift. Delegate the functions of sub-committees, the Nominated Supervisor, and other staff.
* Risk management – reviewing and monitoring the effectiveness of risk management and compliance in the service; agreeing or ratifying all policies and decisions on matters which might create significant risk to the service, financial or otherwise
* Dispute management – dealing with and managing conflicts that may arise within the organisation, including conflicts arising between committee members, staff, members, or volunteers
* The **Nominated Supervisor** is responsible for the day-to-day management of the service and to address key management and operational issues under the direction of, and the policies laid down by the Approved Provider, including:
* Developing and implementing organisational strategies and making recommendations to the Approved Provider on significant strategic initiatives;
* Adhering to the National Quality Framework and other State and National legislative requirements;
* Making recommendations for the appointment of staff, determining terms of appointment, evaluating performance, and developing and maintaining succession plans for staff;
* Having input into the annual budget and managing day-to-day operations within the budget;
* Maintaining an effective risk management framework;
* Keeping the Approved Provider and Regulators informed about any developments that may impact on the organisation’s performance

PROCEDURES:

### (a) Philosophy and Policies

* The development and review of the philosophy and policies will be an ongoing process.
* The philosophy and associated statement of purpose will underpin all other documentation and the practices of the service and will reflect the principles of the approved national framework for school age care “My Time, Our Place”. There will be a collaborative and consultative process to support the development of the philosophy that will include children, families and Educators. The statement of Philosophy will be included in the Quality Improvement Plan for the service. The statement of purpose will define how the statement of philosophy will be implemented in the service.
* Policies and procedures will provide clear documentation that will define agreed and consistent ways of doing things to achieve the stated outcomes.
* The Management Committee as Approved Provider will ratify the Philosophy and the policies. The Approved Provider can only alter policies and the changes minuted as a record.
* All documents will be dated and include nominated review dates.
* There will be a comprehensive index for the service policies as it is likely that some policies may address several aspects of operational practice.
* The service philosophy and policies will be available for all stakeholders and there will be reference to this in parent and staff handbooks and general service information.

### (b) Financial management

* The Approved Provider will be responsible for developing and overseeing the budget of the service and for ensuring that the service operates within a responsible, sustainable financial framework.
* In line with this responsibility the Management Committee will conduct a budget planning meeting each year as part of its annual business planning. The details of budgeting and fee setting are set out under the Fee Policy.
* Financial reporting including an income and expenditure statement and balance sheet will be presented to the Management Committee on a regular basis and the opportunity provided to ask questions or seek further advice from any Management Committee member.

### (c) Facilities and environment

* The Management Committee will ensure regulations 103–115 relating to the physical environment required for an OSHC service are maintained at all times.
* In the event of the relocation of the site the Management Committee will ensure that the requirements of the regulations are considered if and when site re-arrangements are proposed.
* Work, Health and Safety implications will be considered by the Management committee in relation to educators locking up and leaving the service at the end of the day and risk assessments of the practices will be undertaken.

### (d) Equipment and maintenance

* Appropriate equipment and furniture, to meet the needs of the children and educators, will be well maintained and safe.
* Processes will be in place for routine cleaning of toys and equipment.

### (e) Review and evaluation of the service

* Ongoing review and evaluation will underpin the continuing development of the service. The Management Committee will ensure that the evaluation involves all stakeholders, especially families, children and educators.
* The development of a Quality Improvement Plan (QIP) will form part of the review process. Reflection on what works well and what aspects of the service need further development will be included in the QIP and discussed at meetings of the Management Committee.

### (f) Confidentiality

* All members of the Management Committee will maintain confidentiality. This is addressed in the Confidentiality Policy.

### (g) Maintenance of records

* Regulation 177outlines requirements and includes references to records that services must keep. Regulations 183–184detail storage of records.
* The service has a duty to keep adequate records about staff, families and children in order to operate responsibly and legally. The service will protect the interests of the children and their families and the staff, using procedures to ensure appropriate privacy and confidentiality.
* The Approved Provider assists in determining the process, storage place and time line for storage of records.
* The service's orientation and induction processes will include the provision of relevant information to educators, children and families.
* Clear guidelines on who will have access to which particular records will be given to committee members, educators and families. These will be available at all times at the service.
* The Approved Provider will need to ensure that the record retention process meets the requirements of the following government departments:
  + Australian Tax Office (ATO)
  + Family Assistance Office (FAO)
  + Department for Education, Employment and Workplace Relations (DEEWR)
* In the event of ceasing to operate, the service Management Committee will identify where the records will be kept and seek professional advice on the winding up of the service
* A list of nominated contacts for Child Care Management System, Australian Taxation office and Superannuation funds, as well as any other accounts, will be maintained and available to all members of the Management Committee. These contacts will be reviewed annually and updated as contacts change to ensure currency in communication for effective governance.

### (h) Work, Health and Safety

* Policies and procedures will be in place to address the legal requirements relating to safety in the workplace and this information should underpin any service specific requirements, including grievance/complaints procedures.
* The Nominated Supervisor will report back to the Management Committee on any Work, Health and Safety issues as they arise.
* All committee members will be provided with information to assist them in meeting their obligations under the legislation.

CONSIDERATIONS:

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| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Links to other Service Policies** | **Other Documentation/**  **Evidence** |
| Part 2, Part 3, Part 6  All Regulations are applicable to this policy | Standards 7.1, 7.2  Elements 7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3 | * All service policies | - Child Care Service Handbook (DEEWR)   * Work, Health and Safety Act (2011) * Child Care Benefit legislation * Service Constitution * Service Philosophy * Quality Improvement Plan * Family Handbook |

CONSIDERATIONS:

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| --- | --- | --- | --- |
| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Links to other Service Policies** | **Other Documentation/**  **Evidence** |
| Part 2, Part 3, Part 6  All Regulations are applicable to this policy | Standards 7.1, 7.2  Elements 7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3 | * All service policies | - Child Care Service Handbook (DEEWR)   * Work, Health and Safety Act (2011) * Child Care Benefit legislation * Service Constitution * Service Philosophy * Quality Improvement Plan * Family Handbook |

ENDORSEMENT BY THE SERVICE:

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| **Approval date: \_\_\_August 2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_\_August 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

CONFIDENTIALITY

POLICY STATEMENT:

EBASCC will make every effort to protect the privacy and confidentiality of all individuals associated with EBASCC by ensuring that all records and information about individual children, families, educators, staff and management are kept in a safe and secure place and is not divulged or communicated, directly or indirectly, to another person other than:

* To the extent necessary for the education and care of the child
* To the extent necessary for medical treatment of the child
* Family of the child to whom the information relates
* The Regulatory Authority or an authorised officer as expressly authorised, permitted or required under the Education and Care Services National Law and Regulations
* With the written consent of the person who provided the information.

PROCEDURES:

### Collection of personal information

* Before collecting personal information, EBASCC will inform individuals of the following:
* The purpose for collecting the information;
* What types of information will be disclosed to the public or other organisations;
* When disclosure will happen;
* Why disclosure needs to occur;
* How information is stored;
* The strategies used to keep information secure;
* Who has access to the information;
* The right of the individual to view their personal information
* The length of time information needs to retained; and
* How information will be disposed of.
* All information regarding the children and their families attending EBASCC is to be used solely for the purposes of providing childcare and meeting the administration requirements of operating EBASCC.
* All information regarding any child/family enrolled in EBASCC will only be accessible to authorised persons. The Approved Provider and the Nominated Supervisor will determine who is authorised to access records.

### Retention and Storage of Records

* EBASCC will ensure that documents set out in the Education and Care Services National Regulations (Regulation 177) are kept in a safe and secure place for the length of time outlined in Regulation 183 (2).
* The Approved Provider will develop a practice in relation to the retention and disposal of records.
* In the event that approval of the service is transferred, the requirements of Regulation 184 will be followed.

### Disclosure of Information

* Personal information regarding the children and their families is not to be discussed with anyone outside EBASCC, except in circumstances outlined in Regulation 181.
* Families may seek access to the personal information collected about them and their child by contacting the Nominated Supervisor at EBASCC. Children may also seek access to personal information about themselves. However access may be denied where access would impact on the privacy of others; where access may result in a breach of EBASCC's duty of care to the child; or where the child has provided information in confidence.
* Lists of children's or families names, emails and phone numbers are deemed confidential and are not for public viewing and will not be issued to any other person or organisation without written consent.
* No personal information regarding a staff member is to be given to anyone without his/her written permission.

### Personal Conversations

* Personal conversations with families about their children, or other matters that may impact on the child’s enrolment, for example, fees, will take place in an area that affords them privacy.
* Personal conversations with educators and staff about matters relating to their performance will take place in an area that affords them privacy.

### Maintenance of Information

* The Nominated Supervisor is responsible for maintaining all service records required under the Education and Care Services National Regulations (Regulation 168) and other relevant legislation, for example, Work, Health and Safety, Australian Taxation Office, Family Assistance Office, Department of Education, Employment and Workplace Relations (DEEWR) and for ensuring that information is updated regularly.
* EBASCC takes all reasonable precautions to ensure personal information that is collected, used and disclosed is accurate, complete and up-to-date.
* Individuals will be required to advise EBASCC of any changes that may affect the initial information provided.

CONSIDERATIONS:

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| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Links to other Service Policies** | **Other** |
| S175  R145 – 152, 158-162, 168, 177, 181, 183, 184 | 4.2, 5.1, 7.3 | * Governance and Management, Medical Conditions and Administration of Medication, Acceptance and Refusal of Authorisations, Communication with Families, Delivery and Collection of Children, Enrolment and Orientation, Management of Complaints policies | * My Time, Our Place. * Network *OSHC Code of Conduct*. * Network *Record Keeping* Factsheet. * Work, Health and Safety Act (2011). * Privacy Act (1988). * Child Care Service Handbook (DEEWR). * Child Care Benefit legislation. * Enrolment Form. * Parent Handbook. * Staff Handbook. * Personnel files. |

ENDORSEMENT BY THE SERVICE:

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| **Approval date: \_\_August 2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_August 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

Acceptance & Refusal of Authorisations

POLICY STATEMENT:

EBASCC will request authorisation from families when required to ensure the safety of the children and staff and may refuse a request unless the appropriate authorisation is provided. For example, if a child is to attend an extra-curricular activity for which authorisation is required, but has not been given, this will result in the child not being able to participate in the activity. Preferably, authorisation is required in written format, however in some circumstances staff discretion may be used.

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

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

Authorisation from families may also be required if:

* A child is leaving EBASCC to attend an extra-curricular activity away from EBASCC, for example, attending a sporting activity, dance, drama, etc. that is run by a provider other than the OSHC service.

PROCEDURE:

The Nominated Supervisor, or the person in day-to-day charge of EBASCC will:

* Ensure documentation relating to authorisation (permission) from families contains:
* The name of the child enrolled in the service;
* The date;
* Signature of the child’s parent/guardian or nominated person who is on the enrolment form;
* The approximate time the child will return to EBASCC if the child is leaving EBASCC to attend an extra-curricular activity and the time they will return to EBASCC (if applicable);
* The original form/letter provided by EBASCC;
* Apply these authorisations to the collection of children, administration of medication, excursions and access to records.
* Keep these authorisations in the child’s enrolment record.
* Ensure the child will not be permitted to leave EBASCC to attend any extra-curricular activity until authorisation is obtained.
* Ensure that children are not permitted to sign themselves out or leave EBASCC without an authorised adult, unless written authorisation has been given.
* Obtain written authorisation, if a person other than the parents/guardian or other nominated person cannot collect the child.
* In certain circumstances verbal authorisation, may be accepted at the discretion of the senior staff member on duty. This would be relevant in situations where there has been an emergency situation and no one from the child’s authorised list is able to collect the child. An email, fax or text message is suitable as written authorisation.
* Exercise the right to refuse if written or verbal authorisations do not comply with the requirements outlined above.
* Waive compliance for authorisation where a child requires emergency medical treatment for conditions such as Anaphylaxis or Asthma. EBASCC can administer medication without authorisation in these cases, provided they contact the family and emergency services as soon as practicable after the medication has been administered.

CONSIDERATIONS:

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| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Links to other service policies** | **Other documentation/**  **evidence** |
| S165, 167, 170, 171  R93, 99, 102, 123, 158, 160 | Standards 2.1 and 2.2  Elements 2.1.2 and 2.2.1 | Excursion, Child Protection, Delivery and Collection of Children, Administration of Medication, Supervision, and Providing a Child Safe Environment Policies. | * My Time, Our Place. * Service newsletters/   parent notices   * Authorisation details on enrolment forms * Attendance records * Medication authorisation records |

ENDORSEMENT BY THE SERVICE:

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| **Approval date: \_\_August 2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_\_August 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# PAYMENT OF FEES AND PROVISION OF FEES STATEMENTS –VACATION CARE FEES– CANCELLATIONS FEE

POLICY STATEMENT:

We aim to provide a quality service that is affordable. EBASCC sets fees in accordance with its annual budget in order to meet the income required to develop and maintain a quality service for children and families. We strive to ensure that our service is affordable and accessible to families in our community. The Approved Provider ratifies the budget annually, or as necessary, and monitors it carefully throughout the year.

PROCEDURES:

### Membership

* EBASCC is an Incorporated Association and as such, families enrolling their child in EBASCC are bound by the rules of the Association for the period of the child’s enrolment.
* As a member of the Incorporated Association, one representative of the child’s family is entitled to voting rights at any General Meeting held by EBASCC and may be nominated (with consent) for a position on the Management Committee at the Annual General Meeting.
* A membership fee of $ 20.00 is payable on an annual basis.

### Child Care Benefit

* Most Australian families are eligible to receive Child Care Subsidy. Families who are eligible for the Federal Government’s Child Care Subsidy will only be required to pay the daily gap fee applicable to their financial circumstances. To have CCS applied to their account, families must first register with the Family Assistance Office.
* In addition, the government provides an additional 50% tax rebate to families for out of pocket childcare expenses via the Child Care Rebate (CCS). CCS is paid fortnightly either to the family or EBASCC. EBASCC encourages families to authorise the CCS to be paid directly to EBASCC.
* EBASCC will provide families with information relating to Special Child Care Benefit, Jobs Education and Training, and Grandparents Child Care Benefit.

### Bookings and cancellations

* Each family is expected to make bookings in advance, for the care sessions required. Bookings will only be accepted when families have completed EBASCC’s Enrolment Form in full.
* Families wishing to cancel their child’s place at EBASCC are required to provide two (2) weeks written notice to the Nominated Supervisor, or they are liable to pay the equivalent of two weeks child care fees to EBASCC.

### Absences

* Fees are payable for family holidays and sick days if those days fall on a day that a child is booked into EBASCC.
* EBASCC will provide families with information about approved and allowable absences and will adhere to the Child Care Subsidy System (CCSS) in relation to absences.
* **Non Notification Fee**
  + If a child is not to be present at any session, whether it is a casual or permanent booking, parents must let the Centre know to avoid unnecessary confusion and concern.
  + This is also in line with Department of Education and Training requirements for CCS. The roll is checked each session to make sure all children are present.
  + A non-notification fee of $10.00 is charged if the parent/guardian has not contacted the Centre about a child’s absence, and the Centre has then had to contact the parent/guardian.

### Service closure

* No fee is charged while EBASCC is closed over the Christmas/New Year period. Please ask staff for closure dates.

### Payment of Fees

**FEE PAYMENT**

Fees can be paid weekly, fortnightly, monthly or by the term by either EFTPOS, internet banking or Direct Debit but must be kept up to date and paid in advance for the following week.

Casual care must be paid for on the day of care or in advance.

Previous outstanding fees must be paid in full before Vacation Care bookings will be accepted.

Fees are to be paid for the days the child is booked into the Centre, including times when the child is absent due to illness or holidays and for public holidays. CCS is paid for sick days and up to 42 days allowable absences per session per finacial year, and for public holidays.

1 week prior notice in writing is to be given to the Coordinator for any changes to the days of care or cancellation of care unless the parent is a current user of the service and an account can be given.

Fees can be paid at the service Monday to Friday between 7.30am - 10.30am and 2.30pm - 6pm.

Please see the Coordinator to make any alternative arrangements.

A dated eftpos receipt will be provided for eftpos payments.

All records will be kept confidential and stored appropriately. Parents may access particulars of their fees at any time and information given in writing upon request.

* Fees must be paid once Invoiced, within the stated due date. Families will be provided with a statement of fees charged by the service will be provided to all families (Regulation 168).
* Failure to pay unpaid fees may result in debt recovery action being taken and discontinuation of care for the child unless the family has initiated a repayment schedule for the unpaid fees with the Nominated Supervisor.

### Debt recovery

* The Approved Provider reserves the right to take action to recover debts owing EBASCC. This can include the engagement of debt collectors to recover the monies owed.
* Where a family owes any overdue fees to EBASCC, the child’s place may be suspended, until all outstanding monies are paid, or both parties agree to a payment plan. Fees not paid by the due date will be followed up as below:

1. An initial letter stating fees are overdue will be sent 7 days after the fees due date, giving 10 working days for payment.

2. If payment is not received, families will be invited, by telephone, to attend a meeting with the Nominated Supervisor and Treasurer within 7 days to discuss a payment plan.

3. Failure to attend the meeting and continued non-payment for a period of 5 working days will result in a second and final letter notifying the family that unless payment is made within 5 working days, or a payment plan entered into, the child will be unable to attend the service.

4. If a signed payment plan is not adhered to, a follow-up process will commence at point 2.

5. The Approved Provider will reserve the right to employ the services of a debt collector and the family will be responsible for all fees associated with recovering the debt.

### Late collection fee

* EBASCC operates from 7am to 9am and 3pm to 6:15pm. Staff are unable to accept children in EBASCC outside of these hours. Should children be present after the closing time, a late fee of $15 between 6:15 and 6:30 and $2 per minute after 6:30pm will apply.
* The hours and days of operation of EBASCC will be displayed prominently within the service (Regulation 173).
* In circumstances that are beyond the control of families, for example, weather and traffic accidents, which may result in them arriving late to collect their child, the Nominated Supervisor will have discretion to decide if families will be charged the late fee.
* Families who are continually late collecting their children, without a valid reason, may jepordise their child’s place at EBASCC. Should this be the case, the Nominated Supervisor will meet with the family to discuss this.

### OVERDUE FEES

* Parents are encouraged to discuss any difficulties that they may have in paying fees with the Coordinator, who will discuss and make suitable arrangements for payment of fees as well as informing them of other avenues for financial support when required.
* If no previous arrangements have been made regarding overdue fees the Centre will:
* *After 1 week overdue:*Message will appear on Qik kids
* *After 2 weeks overdue:* A email will be sent reminding them to discuss any problems they may be having in paying fees with the Coordinator and informing them that their child’s place may be cancelled if suitable arrangements cannot be made within the next week to pay the fees.
* *After 3 weeks overdue: 5% of outstanding fees will be charged to the account*
* *After 4 weeks overdue:* If no arrangements have been made to pay the fees or the agreement made has not been kept the child’s place will be cancelled.
* If the above procedures are not effective, details of unpaid fees should be referred to the Management to commence debt recovery procedures.

### Methods of Payment

* Fees can be paid by:
* Direct Debit - from your bank account or credit card to the service’s bank account. Details of the service’s bank account are included in the Parent Handbook.
* Cheque – made out to Eastwood Before and After School Care Centre
* EFTPOS
* Direct Debit using Qik Kids, parents to complete Authorisation Form for approval
* EBASCC does not accept any cash payments.
* Families will be given a minimum of fourteen days notice of any changes to the way in which fees are collected (Regulation 172).

### Confidentiality

* All information in relation to fees will be kept in strict confidence. Members of staff, management or the Approved Provider will not discuss individual names and details openly. Information will only be available to the nominated persons required to take action, for example, to initiate debt recovery.
* Families may access their own account records at any time, or particulars of fees will be available in writing to families, upon request.

### Increase of fees

* The fees are set by the Approved Provider in order to meet the budget for each financial year. There will be ongoing monitoring of the budget and, should it be necessary to amend fees, families will be given a minimum of fourteen days notice of any fee increase (Regulation 172).

### Acknowledgement of responsibility to pay fees

* Families are required to read and sign Section 9, *Payment of Fees* and Section 10, *Disclaimer/Informed Consent* of EBASCC’s Enrolment Form.

CONSIDERATIONS:

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| --- | --- | --- | --- |
| **Education and Care Services National Regulations** | **National Quality Standard** | **Other Service policies/documentation** | **Other** |
| 168, 172, 173 | 7.3 | * Enrolment Form * Enrolment & Orientation Policy * Delivery & Collection of Children Policy * Confidentiality Policy * Governance & Management Policy * Parent Handbook | * Child Care Management System |

ENDORSEMENT BY THE SERVICE:

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| **Approval date: \_\_August 2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_August 2021\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# MANAGEMENT OF COMPLAINTS

POLICY STATEMENT:

*Our service* will maintain a complaints and grievance management procedure to ensure that all educators, families and communities members know that complaints and grievances will be taken seriously and investigated promptly and fairly. Complaints and grievances will be investigated and documented in a timely manner. Our complaints and grievance management procedure will be documented in the parent and staff handbook. We will identify complaints and grievances as opportunities to improve the quality of our service.

PROCEDURE:

* The service will support an individuals right to complain and will help them to make their complaints clear and try to resolve them.
* A complaint can be informal or formal. It can be anything an individual thinks is unfair or which makes them unhappy with the service.
* Families will be provided with clear written guidelines detailing the grievance procedure, in the parent handbook.
* All confidential conversations with individuals who have a complaint or grievance will take place in a quiet place away from children, other families or staff that are not involved.
* If an individual has a complaint or comment about the service, they will be encouraged to talk to the Coordinator who will arrange a time to discuss their concern and come to a resolution to address the issue.
* If the complaint is not handled at this level to the satisfaction of the person making the complaint, they should discuss the issue with the Nominated Supervisor (if different from the Coordinator) or management liaison person, either in writing or verbally.
* Management will discuss the issue with the Coordinator and develop a strategy for resolving the problem, this would be discussed further with the individual or if necessary a meeting will be organised with the Coordinator and individual to resolve the problem.
* All complaints will be recorded and dated indicating the issue of concern and how it was resolved. All information on complaints and grievances will include evidence that complaints are investigated within satisfactory timeframes and have lead to amendments to polices and procedures where required.
* The Coordinator or management will inform the person making the complaint of what has been decided regarding the issue. Staff will also be informed of any relevant issues that they need to address or be aware of. This could be done verbally or if the issue has been dealt with on a more formal basis, then the committee or Coordinator will write personally to the individual making the complaint.
* If any complaint cannot be resolved internally to the person’s satisfaction, external options will be offered such as an unbiased third party.
* All complaints that come about as a result of a serious incident will be notified to the Regulatory Authority within the prescribes timeframe as per regulations.

CONSIDERATIONS:

|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Links to other Service Policies** | **Other Documentation/**  **Evidence** |
| S174  r168, 175, 176 | Standards 1.3, 2.1, 2.2, 6.1, 6.2, 7.1, 7.2  Elements 1.3.3, 2.1.1, 2.2.2, 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.3, 7.1.2, 7.2.1 | * Providing a Child Safe Environment Policy * Excursion Policy * Authorisations and Refusals Policy * Confidentiality Policy * Governance and Management Policy | * Community Services Complaints, Appeals and Monitoring Act, 1994. * Parent Handbook * Staff Handbook * Enrolment Form * Complaints records and notifications |

ENDORSEMENT BY THE SERVICE:

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| **Approval date: \_\_\_25/04/2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_25/05/2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

ENDORSEMENT BY THE SERVICE:

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| **Approval date: \_\_August 2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_\_\_August 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# STAFF POLICIES

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## Staffing

POLICY STATEMENT:

*Our Service* believes that educators are the most valuable asset to the quality of care provided and that employing and keeping high quality educators is imperative. We aim to employ the best possible educators and ensure they are fit and proper for employment in children’s services. A flexible, harmonious working environment is maintained, which ensures the rights of employees are met at all times with educators employed under the appropriate awards and conditions. An orientation process is conducted for all employees to ensure they are aware of the values and practices of the service. Educators receive clear guidelines regarding the expectations for their conduct and are encouraged and supported to further their skills via professional development opportunities. Grievances are addressed quickly and effectively with the highest standards of confidentiality practised at all times. All educators, volunteers, students and visitors will be informed of their expectations and requirements related to safety and the proper care of children. All practices will be in accordance with the OSHC Code of Professional Standards. We will encourage positive and open communication between all parties involved. (National Quality Standards 4.2, 7.1. 7.2 &7.3)

## PROCEDURES

1. **Staff Selection**

* QUALIFICATIONS:
* **Coordinator**
* Desirable, minimum 3 years experience in a relevant field and demonstrated ability to work with children and staff.
* Holds a current first aid certificate or willing to undergo training to obtain this.
* A person of good character, who can be entrusted with providing adequate care for the welfare of the children.
* Awareness of child protection responsibilities.
* Has an interest and desire to work with children.
* Has an ability to communicate with adults, children and management.
* An ability to supervise and support educators.
* The Coordinator will be a minimum of 21 years of age.
* **Assistant Coordinator**
* Relevant training as above and/or relevant experience to successfully fulfill the position.
* Holds a current first aid certificate or are willing to undergo training to obtain this.
* A person of good character, who can be entrusted with providing adequate care for the welfare of the children.
* Awareness of child protection responsibilities.
* Has an interest and desire to work with children.
* Has an ability to communicate with adults and children.
* The assistant shall be a minimum of 18 years.
* RECRUITMENT: SELECTION PANEL
* When a position becomes available, management will appoint a panel to conduct the selection process.
* Three people will be on the panel, two members of management and the Coordinator if selecting an assistant. A convener of the panel will be nominated.
* Where the position is for the outgoing Coordinator, a staff representative will be placed on the panel
* The panel will:
* Approve the job description and select criteria for the position.
* Determine the method and placement of advertising and place the advertisement including notification of the Working With Children Check (WWCC).
* Ask applicants to consent to screening.
* Short-list the applicants.
* Arrange interview questions, date and time.
* Contact the applicants for interview.
* Conduct the interviews.
* Arrange for the WWCC to be conducted on the preferred applicant.
* Ensure that approval for selected educator has been approved under WWCC.
* Make a decision on a suitable applicant, which is put before management for final approval.
* Offer the position to the successful applicant and contact the unsuccessful applicants after the position has been accepted.
* Set date for the commencement of employment and orientation of the new person.
* Prepare letter of employment and contract.
* RECRUITMENT: ADVERTISEMENTS
* Advertisements shall be placed at least in the local and regional papers. The Sydney Morning Herald will also be considered.
* Advertisements are to include:
* Job title.
* Specific employment information, including hours of work and Award rate.
* Include that a WWCC is required.
* Advice to applicants to include their contact telephone numbers, a resume, a minimum of (2) referees with at least one a work reference, and full contact details.
* Closing date and postal address for applications.
* Contact name and number where the applicant can obtain more information.
* RECRUITMENT: INTERVIEW
* The selection panel will draw up suitable interview questions, which relate to all aspects of the position and ensure equal opportunity guidelines are followed. The panel will decide who will ask each question.
* The panel shall draw up a list of essential requirements for each answer.
* No longer than 5 days after the closing date the panel will meet to discuss the applications, develop a short list and decide on the interview date and times.
* An appropriate time frame (approximately 30 minutes) will be allocated to each interview, with a short break between, for discussion.
* A nominated person on the selection panel will contact the applicants to determine the time and date of interview.
* Each applicant will be given a copy of the job description and relevant child protection forms before the interview.
* Each applicant will be asked the same questions with their answers recorded.
* The panel can use a rating scale to evaluate each applicant's answers.
* Management will discuss each applicant and their suitability for the position based on their answers, qualifications and experience, comments from referees, and the selection criteria drawn up by the panel.
* Should management have difficulty in deciding between two applicants, a second interview for these applicants will be conducted, with new questions.
* Management will then make a decision on the applicant for the job according to the selection criteria. The preferred applicant's referees will be contacted to confirm applicant's suitability and checked with the approved screening agency before offering the applicant the position in a 'child related' field.
* Should the applicant decline the position, management will either make a second choice from the other applicants or if none are seen as suitable, re-advertise the position.
* RECRUITMENT: NOTIFICATION
* Applicants will be given an approximate time that they will be contacted regarding their success for the position.
* A person on the selection panel will notify the successful applicant and negotiate a starting date. Preferably offers of employment will not be made until the screening check has been completed. If this is not reasonably practical, the employment is to be offered subject to the check being completed. Applicants are to be notified of this condition.
* A letter of confirmation will be sent to successful applicant requesting acceptance in writing.
* After the appointment has been made and accepted the other applicants will be notified that the position has been filled.
* RECRUITMENT: EQUAL EMPLOYMENT OPPORTUNITIES
* All educator positions will be advertised according to Equal Opportunity Legislation.
* No one will be discriminated against on the basis of their cultural background, religion, sex, disability, marital status or income.
* All applicants and referees will be asked the same questions.
* All applicants will be selected according to equal opportunity guidelines.
* Selection will be based only on suitability for the position based on the selection criteria, which have been drawn up by the panel. The criteria will cover issues such as qualifications and experience, appropriate knowledge to meet the children's needs, good communication skills, and demonstration in being a fit and proper person for the job, including Working with Children Check and appropriate answers to the interview questions.

1. **Conditions of Employment:**

* All relevant conditions set down by the award will apply to all employees.
* This includes sick leave, annual leave, rostered days off, overtime, jury duty, study leave, carers leave etc.
* Management will ensure they are aware of the appropriate conditions and keep up to date in relation to any changes in the Award.
* Educators are encouraged to remain up to date with their appropriate conditions and inform management of any changes.
* Educator appraisals will take place after a period of one month in the position.
* Appraisals will then be conducted on an annual basis.
* All educators will maintain professional behaviour at all times.
* All grievance issues are to follow the appropriate procedures as outlined in the grievance and discipline and dismissal policies.
* Educators will be paid fortnightly in the form as advised by management.
* Annual leave will be taken as negotiated with management.
* Annual Leave when necessary will be rostered to ensure the required staffing levels are maintained at all times.
* Applications for leave must have 4 weeks prior notice and be approved by management.
* Management, based on each individual's request, will determine applications for leave without pay.
* Each educator will supply and record their full name, address, date of birth, evidence of any qualifications they hold including first aid and the identifying number of the employees Working With Children Check.

1. **Staff Orientation:**

* A member of management and the Coordinator will conduct the orientation process as soon as possible after the applicant has accepted the position.
* The orientation process will include:
* Introductions to existing educators and management
* Guided tour of the service
* Being shown where all relevant records are kept
* Discussion about working arrangements and expectations, including professional code of conduct and duty of care
* Information about the review and appraisal system
* Opportunity to ask any questions regarding the service or expectations.
* The new educator will be provided with the following information:
* Service operation and hours.
* The service philosophy and policies.
* Parent information book.
* Service's code of conduct.
* Job description.
* Emergency procedure duties.
* List of current educators, management and their positions.
* Terms and conditions of employment.
* Union membership information.
* Superannuation information and forms.
* Taxation forms.
* Probation period and review and appraisal procedure.
* Appropriate lines of communication with educators and management.
* After the period of one week, management will sit down with the new employee to address any further issues they may have once they have been in the service.
* All staff will be informed of their responsibilities as a Mandatory Reporter as part of their orientation and induction process. This will involve discussion regarding their current understanding, use of this policy and resources and access to Child Protection training. Information related to sexual grooming will also be provided upon orientation to ensure that staff are fully aware of the signs and limits related to appropriately interacting with children.

**Staff Professionalism:**

* The OSHC Code of Professional Standards, duty of care and expectations will be discussed in the initial orientation process of all new educators.
* Educators will be made aware of their duty of care and their responsibility in relation to supervision, health and safety of the children.
* Professional behaviour in all areas will be reviewed as part of the ongoing employment of all educators.
* Management, in conjunction with the Coordinator, will immediately address any breach in the professional expectations outlined. If the concern involves the Coordinator, two representatives from management, will conduct the discussion.
* All discussions will be recorded and standard of behaviour and expectations clearly explained.
* Any further problems will be addressed as per the discipline procedure.
* Educators will be made aware of the services philosophy and policies and will be expected to follow these. Should educators have any concerns with the policies, they are to raise this with the Coordinator or management liaison officer.
* Educators will be expected to know, understand and perform their duties as per their job description.
* Educators will be expected to maintain and improve their skills through participation in training and development opportunities. Management will ensure that finances are made available in the budget training.
* Educators will be expected to start duties on time.
* Educators will be expected to dress appropriately for their duties.
* Educators must not attend work under the influence of drugs or alcohol.
* Educators should not attend work when they are unfit to do so due to injury or sickness and must inform the service as soon as possible.
* Educators will use only suitable language that is not offensive to other educators, families and children.
* Educators will be expected to follow all confidentiality issues.
* The service is a smoke free zone. Educators may not smoke in or around the building, or in the sight of the children.
* Educators will be expected to know and follow the child protection policies.
* The quality of the service and positive working environment are dependent on good educator and parent relationships. Educators will follow proper communication procedures as outlined in the appropriate policies and procedures.
* The maintenance of good teamwork will be an expectation outlined in all job descriptions.
* Any conflicts that arise must be addressed as outlined in the grievance procedure.

1. **In-service Training and Development:**

* Management will ensure that sufficient funds are made available in the budget for all in-service training and development.
* The Coordinator will inform management of any specific training and development needs of the educators.
* Appraisals and the services requirements will be used to ascertain further training needs.
* The Coordinator, in conjunction with management, will access all training available and determine what will be attended and by whom.
* Where possible a yearly plan of training will be made, including dates, educators attending, and costs.
* All educators will be given the opportunity to be involved in some form of training throughout the year.
* All educators will be given opportunities to upgrade their qualifications in line with the National Quality Framework.
* A variety of training methods will be used including:
* Internal workshops, which can be conducted by educators or outside presenters.
* External meetings with other service to exchange ideas.
* Time allocation made to educators to review any new resources that may be of value.
* External workshops, conferences and seminars.
* Accredited short courses provided by registered training organisations.
* Educators are encouraged to share relevant skills and knowledge they obtained from any training with the other educators in staff meetings or where more time is required in an internal workshop.
* All educators will be considered to be at work for the duration of any training activity they attend for the service.
* The service will cover the costs of all authorised training. The individual however will cover tertiary study costs.

1. **Review and Appraisal:**

* All educators will be informed of the appraisal system on acceptance of the position, and given details in the orientation process.
* An initial review will be undertaken after a period of one month in the position.
* Appraisals will then be conducted on an annual basis.
* Educators and management will agree with the format of the appraisal system, which may be updated to more suitable systems after review, discussion and endorsement by management and educators.
* All educators will be given at least two weeks notification of an upcoming appraisal and a convenient time arranged for both parties.
* The appraisal system shall clearly state the expectations for each position and identify clear performance measures.
* The appraisal system shall ensure two way communication is maintained and is used as a positive avenue for improving staff performance.
* The appraisal system can be used, as a tool to identify future training needs of the educators.
* At the completion of the appraisal an action plan will be developed identifying areas of training, and action to be taken and goals set for each educator. This will be agreed to and signed by both parties.
* Where it is identified that the educator is not meeting the required performance measures then the following will be undertaken:
* Action plan developed to identify areas for improvement. This will include a time frame for further review.
* Training areas identified and put into place as soon as possible.
* Support and guidance given to the educator to help them through the process and assist them in achieving the required standards.
* The support can be given through the Coordinator or the management liaison officer.
* A record made of the above, dated and signed by both parties.
* Should no improvement be made by the next review then further action will be taken.
* If the educator is still dissatisfied then they should put their concern in writing asking for the decision to be reviewed or that they wish to pursue the issue further through other avenues. These could include the union or mediation.

1. **Grievance Procedures:**

* GENERAL GRIEVANCE PROCEDURE
* On commencement, all educators and management members will be given the guidelines for grievance procedure.
* To facilitate communication between educators and management, management will annually appoint one of its members as the Liaison Contact.
* Educators and management will annually be offered the opportunity to participate in some form of conflict resolution training.
* All persons involved in the grievance should attempt to resolve the issue through informal discussion and use of problem solving techniques.
* Persons directly involved in a legitimate grievance process will be expected to continue to conduct themselves at and around the service in a professional manner.
* Malicious or vexatious claims will not be tolerated and will be the subject of disciplinary action where appropriate.
* Any problem, complaint or concern arising between educators or between management should be dealt with by the persons concerned as close to the event as possible in order to avoid an escalation of the issue.
* Meetings of educators and/or management provide regular opportunities to raise and discuss general issues or concerns about the service. All discussions will be conducted in a confidential manner and involve only relevant persons. Only when all parties agree there is a benefit, should the discussion broaden to involve children and/or parents as appropriate.
* Either party may withdraw their grievance at any time. However where the grievance identifies other issues of concern, management may decide to investigate those other issues.
* FORMAL GRIEVANCE PROCEDURE
* Where the resolution of a grievance has not been satisfactorily achieved through the informal procedure, then a more formal approach should be taken.
* Grievance between educators:
* As appropriate, the Coordinator, or the Liaison Contact should now be briefed about the grievance and its current status.
* Grievance between committee members:
* The whole committee should be briefed.
* The grievance(s) will firstly be investigated by the Coordinator or management as appropriate.
* The investigation will involve:
* Interviews with both parties and/or witnesses
* Assessment of relevant documentation e.g. job descriptions, policies etc.
* Preparation of a clear description of the issue
* Arranging a formal meeting between parties
* A meeting will be conducted by a neutral third person. This person will manage the conduct of the meeting, be impartial having no input to the content of the meeting, and will prepare a written record of the outcome(s) of the meeting.
* Where the service cannot identify a suitably impartial person, management will agree to invite a qualified mediator to assist.
* The meeting will:
* Identify the issue(s) of concern and persons who are involved
* Arrange all parties to be involved and to put forward their views
* Identify alternative solutions
* Attempt to reach a mutually satisfactory resolution of the issue(s).
* At formal grievance resolution meetings all parties are entitled to invite a support person to attend. This person does not provide input to the meeting, but may offer support and advice to their party during the meeting.
* A confidential written record of the outcome of the meeting will be given to all participants who are to acknowledge their agreement by signing the record. A signed copy will be kept with educator files.
* The neutral party will inform management of the meeting's outcome(s).
* Management will ensure that outcomes are included in job descriptions or service policies as appropriate.
* If one party remains dissatisfied with the meeting's outcome(s) then this should be put in writing to the management committee asking that the process be reviewed or stating that they intend to pursue the grievance further through other suitable avenues.
* Where the issue of grievance is between management and educators and concerns standard of work performance or work practice, then the discipline procedure will be followed.

1. **Disciplinary Action:**

* It is important that the educators are fully aware of their expectations as an employee in the service and that clear guidelines are given regarding educators duties, code of conduct and professionalism.
* Management will ensure that all educators are given clear job descriptions and orientation into the position with opportunity to clarify any issues.
* Educators are responsible to address any concerns and clarify any issues in the job description or expectations that they are unsure of.
* Educators are encouraged to maintain good working relationships and have a commitment to maintaining a quality standard of work.
* Educators will be given clear notification should their standard of work or conduct fall below what is expected and outlined in their job description.
* Educators have the right to appeal against any allegation and the right to speak on their behalf or to have a union representative appear on their behalf.
* The following steps will be followed to deal with poor work performance or conduct. There may not be the need to go through all the steps when the issue is resolved however staff should be aware of the whole process.
* Should educators fall below clearly identified standards then the Coordinator or Management will:
* STEP 1: VERBAL WARNING.

1. Give a verbal warning as soon as possible indicating the specific problem regarding the performance of their work or conduct. The issues must clearly relate to the job description.

2. Indicate what should happen to improve the situation and how the educators can improve their performance.

3. Identify any support needed to assist the educator to make the changes and take steps to implement these.

4. Indicate how the improvements will be measured, and when a review will take place. (1-4 weeks depending on the circumstances)

5. Give an opportunity for the educator to respond to the concerns and seek union representation if required.

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

* STEP 2: WRITTEN NOTICE.

1. Where the problem continues to occur the educator will be given written notice of the complaints against them.

2. A formal documented interview with management will take place. The educator should attend and has the right to reply and discuss any complaints against them, or to be represented by a union member or other representative of their choice.

3. The educator will be given at least 48 hours notice of the meeting.

4. Minutes will be taken of the meeting and copy put on the educators file and given to the educator. The educator may attach a written reply to the minutes.

5. The aim of the meeting is to negotiate how the situation may be improved.

6. The educator will again be given specific indication of where their performance standards are not being met, indicate where changes are required and ways of achieving these, and told the method and date of review of their performance.

7. The educator will be granted another probationary period.

8. The educator will be informed at this stage that termination will be considered if no changes occur.

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

* STEP 3: FINAL WRITTEN WARNING.

1. If the problem still persists another meeting of management should be called and the educator given notice to attend.

2. The matter should be discussed as per the first meeting and further action considered.

3. At this stage the educator will be given a "final written warning".

4. Again the educator has the right of reply and can discuss the situation. They also have the right to have a union representative or person of their choice attend the meeting.

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

* STEP 4: TERMINATION OF EMPLOYMENT.

1. If the problem still continues after the 3 warnings, another special meeting of management will be called and a decision made as to the employment of the educator.

2. If management believes that the educators performance is unlikely to improve then the educator will be dismissed.

3. A written notice will be given indicating date of dismissal (1 week from notice) and reasons for dismissal.

4. The educator may be paid out in lieu of such notice.

* PROCEDURE FOR DEALING WITH SERIOUS UNACCEPTABLE BEHAVIOUR:
* Where an educator in the workplace:
* Intentionally endangers life.
* Is found stealing.
* Reports to work under the influence of drugs or alcohol.
* Inflicts or threatens physical or sexual abuse or harassment.
* The Coordinator or management will suspend the employee without loss of pay pending an investigation.
* The investigation is to be completed within 72 hours and an interview date determined.
* If the employee is a union member the union representative will be informed.
* The interview is to be attended by the Coordinator, a nominated representative of management, the person reporting the unacceptable behaviour and the union representative if desired. The employee is to be advised formally of the findings of the investigation and the action being taken.
* When immediate termination is required, a dismissal notice is prepared at the interview. When continued employment is recommended a warning letter will be issued.
* All the relevant records will be recorded on the employees file.
* If the employee is vindicated of the accusation, all relevant formal documentation is to be removed from their file.

1. **Relief Educators:**

* The service will employ relief educators on a casual basis to fill short-term vacancies or absences
* The Coordinator will keep a register of relief educators, which will be maintained and updated regularly.
* A file recording experience, qualifications, Prohibited Employment Declaration and completed Working with Children Check, will be kept with the register
* Unsuccessful applicants for positions vacant who seem suitable will be asked if they would like to be placed on the relief educator list.
* Unless in an emergency, all relief educators will need to have been through an interview with the Coordinator, have referees and references checked, and are deemed a fit and proper person to care for the children.
* When no one from the services list is available to fill the position, the Coordinator may contact another Out of School Hours service to employ someone they recommend from their relief list
* When necessary to employ relief educators prior to the checking process being completed, work requirements will be modified to include additional supervision or limiting their direct access to children.
* Job descriptions will be drawn up for all relief educators.
* Relief educators will be asked to fill out a casual work agreement before commencement of duties.
* The Coordinator will, where possible, provide a modified induction to the service, which will include a tour of the service, introductions to educators, a copy of the staff handbook, job description for relief educators, code of conduct and copies of relevant policies. The Coordinator will ensure that they are fully aware of their duties and the services expectations prior to commencement.
* Relief educators must adhere to all areas of confidentiality.
* Any one who will be collecting children from school will be given clear instructions as to the meeting place, list of children to be collected, special service identification such (so the children know they may go with that person) and a copy of the procedure for missing or absent children.
* All relief educators will be paid the appropriate wage and minimum hours as outlined for casual educators under the relevant award.

1. **Volunteers, Students and Visitors:**

* VOLUNTEERS
* All volunteers must be interviewed by the Coordinator and provide two suitable referees and where possible references, before they will be able to work in the service. All volunteers will be required to comply with the WWCC guidelines.\
* A job description will be drawn up for volunteers, clearly outlining their duties and expectations of the service.
* The Coordinator will provide a modified induction to the service, which will include a tour of the service, introductions to educators, job description for volunteers and code of conduct. The Coordinator will ensure that they are fully aware of their duties and the services expectations.
* All volunteers will be required to sign on and off.
* Volunteers will be given a copy of relevant policies such as behaviour management.
* Volunteers are not to discuss children's development or other issues with families.
* Volunteers must adhere to all areas of confidentiality.
* Volunteers should never be left alone with or in charge of any children.
* Volunteers will not be used to do tasks that the employed educators normally do.
* Volunteers will be supernumerary when calculating basic educator: child ratios, except on excursions.
* Volunteers will be invited to take part in social activities of the service.
* STUDENTS
* Placements will be offered to high school students who wish to gain work experience as part of a school program.
* The participating school must initiate the work experience, identify the students suitability and work with the Coordinator in relation to times and expectations.
* The school must provide written authorisation for the student and a copy of their insurance. This will be kept on file.
* Students attending other registered training organisations and studying a relevant field, such as childcare, teaching, recreation or community services. The training organisation must initiate the placement, identify the students suitability and work with the Coordinator in relation to times and expectations. The training organisation must provide written authorisation for the student and a copy of their insurance. This will be kept on file.
* All placements will be negotiated through the Coordinator and placement be only accepted on the discretion of the Coordinator based on issues such as educators ability to supervise and be available to help the students.
* After the Coordinator sees the placement as worthy they will seek approval for the placement from management at the next meeting or if unable to do so prior to the meeting, get approval from the Chairperson or other delegated management member.
* Students will be provided with guidelines identifying their responsibilities, expectations and code of conduct while at the service.
* Students should be made aware of relevant policies such as behaviour management.
* Students are not to discuss a child's development or other issues with the families.
* Students should adhere to all policies concerning confidentiality.
* Students should never be left alone with or in charge of any children.
* Students will not be used to do tasks that the employed staff normally do.
* VISITORS
* Visitors may be invited to the service to stimulate the children's program.
* Visitors could include local people or family members with a skill or ability to share with the children and educators or local community resources such as police, fire brigade etc.
* All other visitors must make an appointment to see the Coordinator at a convenient time.
* Professional access to the service will be at the discretion of the Coordinator or management or when required by law to do so.
* Professionals include, union representatives, State and Federal Government Departmental Officers, Occupational Health and Safety inspectors, building inspectors and police officers.
* Any unwelcome visitor will be calmly asked to leave the service. If they refuse, the Coordinator or educator directed by the Coordinator will call the police for removal.
* No educator is to try to physically remove the unwelcome person, but try to remain calm and keep the person calm as far as possible.

1. **Educator: Child Ratios:**

* The educator: child ratios as outlined in the National Standards will be met at all times.
  + - There will be a maximum of 15 children to 1 educator.
    - There will be a maximum of 8 children to 1 educator for excursions.
    - There will be a maximum of 5 children to 1 educator for swimming.
* There will be a minimum of 2 educators present at all times.
* When educators are sick or unable to attend work, appropriate relief educators will be employed to meet the standards.
* For an emergency or if an educator becomes sick, a replacement should be obtained where possible before the educator leaves the service.
* If a relief educator is unable to be obtained, suitable volunteers may be employed on a casual basis to cover the numbers.
* Volunteers will only be counted on excursions to make up the higher number of educators required, or when temporarily employed.
* Students will not be counted as part of the educator: child ratio, at any time.

1. **Communication:**

* EDUCATORS/MANAGEMENT
* Educators and management are to treat each other with respect, courtesy and understanding.
* Appropriate language is to be maintained at all times.
* The Coordinator is the main line of communication between the educators and management.
* Educators can raise any issues with management through the Coordinator. The Coordinator will ensure that this is drawn to management's attention through the monthly report.
* Where necessary, educators will be invited to management meetings to discuss their concerns.
* Where the matter is seen as urgent, the Coordinator may raise the issue with management prior to the meeting and discuss if there is a need for immediate action to be taken at that time.
* If educators have an issue they do not wish to address with the Coordinator they may personally write to management identifying the problem and asking for the help of management. A copy of this letter must be given to the Coordinator.
* The issue should be raised at the next management meeting. The educator involved will be asked to attend the meeting to personally discuss the issue.
* Where there is a distinct conflict between an educator and management, the educator or management member can act on this as per the grievance procedures. A mediator or union representative can be brought in to discuss any concerns that have not been able to be resolved by the normal procedures.
* EDUCATORS/FAMILIES
* Educators will create a comfortable and supportive environment for families and strive for open communication and good relations.
* Educators and families will treat each other with respect, courtesy and understanding.
* Appropriate language is to be maintained at all times.
* Educators will not be judgemental towards families and will respect their need to use childcare.
* Educators will accept family’s individual differences in raising their children and in all cultural issues.
* Educators will ensure families are greeted and farewelled in all sessions.
* Educators will maintain regular, open communication with families. Educators should inform families personally about anything relating to their children as an ongoing process. This could be praise about the child's day or activities, any problems the child might have had in the day, issues of behaviour that may have been a concern and so on.
* Educators will regularly talk to families about the child's interests or activities and respond to suggestions from the families.
* Educators will regularly talk to families about the child's cultural needs and celebrations and respond to these.
* When family members contact the service to see how a child is settling in, educators will provide them with information regarding the child's participation and wellbeing.
* Conversations will be maintained at a positive level.
* Communication with families will be maintained in a variety of ways such as:
* Greeting and farewelling
* Personal conversations
* Notice boards
* Parent handbooks
* Newsletters
* Information from management
* Educators will ensure that families are fully aware of all lines of communication, and ensure these are followed.
* Educators will be aware of their limitations in relation to family’s problems and ensure they are referred to the appropriate people when required.
* Families and educators are requested to maintain confidentiality at all times.
* EDUCATORS/CHILDREN
* Educators and children are to treat each other with respect, courtesy and understanding.
* Educators will respect children's opinions and encourage their participation in the planning of the program and in establishing a code of behaviour for the service.
* Appropriate language is to be maintained at all times.
* Educators will use appropriate voice tone and level when talking to children. Shouting will be avoided.
* Educators will be supportive and encouraging and communicate to children in a friendly positive and courteous manner.
* Educators will greet and farewell children each session.
* Educators will initiate conversations with all children, and develop an understanding of the child and their interests.
* Educators will give praise and positive feedback to the children as often as possible.
* Educators will form friendly and warm relationships with the children in their care.
* When communicating with children, educators will ensure that they are understood and to communicate at the child's level.
* Children will never be singled out or made to feel inadequate at any time.
* Educators will not threaten or verbally abuse the children in any way.
* EDUCATOR/EDUCATOR**:**
* Educators are to treat each other with respect, courtesy and empathy.
* Appropriate language is to be used between educators at all times.
* Educators are expected to work together as a team and be supportive of each other in the workplace.
* Staff meetings are appropriate times to raise matters of interest or concern to other educators. The Coordinator will arrange for educators contributions to be placed on the meeting Agenda.
* Educators are expected to read minutes of meetings and to take notice of changes to service policy and procedures.
* Educators are to read the daily communication book prior to the commencement of each roster.
* Educators will familiarise themselves with the content of all notices displayed around the service.
* An educator with concerns about the work practices or standards of another educator will firstly approach that person to discuss the matter. If the matter remains unresolved, then the grievance procedures will be followed.
* Educators should not unnecessarily involve families or other educators in their matters of grievance or complaint.

**Staffing Arrangements:**

* The service’s Nominated Supervisor will be responsible for the service at all times regardless of their attendance at the service.
* In the absence of the Nominated Supervisor at any time, a Responsible Person will be selected to be in charge of the daily operation of the service. They will be chosen based on the following: Are they a fit and proper person, evidence of skills, knowledge and experience working with children, and declarations relating to knowledge of the NQF, National Law and Regulations, MTOP and Child Protection training, including the completion of the accredited assessment task.
* This person will not adopt the Nominated Supervisor’s responsibilities during this time. The service will display the details of the Nominated Supervisor and Responsible Person at all times the service is operating.
* A Responsible Person is covered under the Service’s Supervisor Certificate.
* The service will appoint an Educational Leader and display the name of this person for families should they wish to discuss the service’s programming practices.
* At all times the service is operating, there will be at least one educator who holds a current approved first aid, anaphylaxis and asthma management qualification.
* Educators will record their name and the hours they have worked directly with children each time they are working in the service. This record will also include

# Communication with Families

POLICY STATEMENT:

*Our service* recognises that positive, reciprocal, and open relationships with families are integral to every aspect of service operation. Experiences of relationships and participation in communities contribute to children’s *belonging, being and becoming*. Collaborative partnerships with families are extremely important to enable quality outcomes for children to be achieved.

## PROCEDURES: Communication with parents

We are committed to establishing an atmosphere at the service, which is open, friendly, and allows for a united relationship between families and educators.

**Educators will:**

* Provide an atmosphere at the service which is supportive of the cultural, linguistic and social background of all families
* Listening to the needs and requirements of families and encouraging families to be involved at the service in any way possible including; program suggestion, policy review and development, suggestions for improving routines or activities, addressing compliments or complaints promptly.
* Communicate with families using an array of mediums including; email, phone, newsletter, verbal, sign-in-sheets, posters, signage, Day Book, noticeboards etc.
* Display the current educational program at the service that is visible to families.
* Display the current menu at the service that is visible to families.
* Providing a private space for families to discuss any confidential issues during the session.
* Provide current information to families about their local area, including community services, and parenting and family well being resources.
* Provide a system for families to update personal information so that the service has the most up to date information.
* Communicate with parents of children who have medical conditions and ask them to complete a Medical Risk Management Plan for the care that they will need at the service.
* Communicate with parents of children with additional needs, so that they are informed and ask them to inform you of any changes to medication or alert you to any issues at home that may have an impact on the child at the service.
* For families that require interpretive services, make sure that policies and other important information can be made available in their preferred language.
* Keep all information confidential and sign a confidentiality agreement.
* All children and families records will be freely available on request to families.
* Ensure the service policies and Quality Improvement Plan is freely available to families.
* Provide a feedback book for families to make comments, suggestions etc.
* Provide the name of the contact details for complaints as well as the details for the Regulatory authority.

**Families will:**

* Sign their child into the service and let an educator know that they have arrived.
* Read all communication from the service, including emails, posters, notices,noticeboards, and invoices etc.
* Participating in family activities at the service and supporting the service by offering donations of recycled materials, assisting with activities, special events etc.
* Communicating with educators about any information that may affect their child including family events such as moving house, arrival of family from overseas, a family bereavement or death of a pet etc.
* Communicating changes of routines to children so that they are prepared when they come to the service and something is different.

**CONSIDERATIONS:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Links to other Service Policies** | **Other Documentation/**  **Evidence** |
| R 87,90,92, 97, 99,102, | Standards 1.3, 6.1, 6.2  Elements 1.3.3, 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.3 | - Confidentiality, Delivery and Collection of Children, Enrolment and Orientation, Inclusion, Interactions with Children and Management of Complaints policies. | * My Time, Our Place * Service Newsletters * Parent Handbook * Staff Handbook |

ENDORSEMENT BY THE SERVICE:

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| **Approval date: 25/05/2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_25/05/2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# Determining the Responsible Person

POLICY STATEMENT:

*EBASCC* has a duty of care obligation under the National Law and Regulations to ensure that a Responsible Person is on the premises at all times to ensure the health, safety and well-being, learning and development of all children at the service. This is to ensure that all legislative requirements are met.

Conditions of Employment

### Aim

We aim to provide a flexible and harmonious working environment that ensures the rights of employees are met at all times. All staff will be employed under the appropriate awards and conditions taking into consideration the any Australian Government Acts applicable. All new employees are to be inducted using the Staff Orientation policy.

### Permanent staff

5 days for the first year

10 days sick leave per year from the second year

20 annual leave days per year – pro rate per hours of work

Wages paid fortnightly by direct deposit into bank account of choice

9% superannuation over and above yearly wage

Code of conduct read and understood

Staff Policy Handbook read and understood

Staff meetings are held monthly and considered paid time

## Procedures

**Selecting a Responsible Person**

* Service supervisor certificates will not be issued to a particular person. From 1 June2014, regulatory authorities granted a *service supervisor certificate* for each approved education and care service.
* Instead they may apply to any person working at the service who has been identified by the approved provider 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.
* This person can be an approved provider, a nominated supervisor or an Educator who is in charge of the daily running of the Centre.

**The Approved Provider will ensure:**

* **The Responsible person must have completed accredited Child Protection training.**
* The Responsible person must accept the position in writing.
* The name of the Responsible Person must be displayed clearly at the Centre near the entrance to the Centre.
* The staff record has the name of the responsible person at the service for each time that children are being educated and cared for by the service.
* A record which includes the name of the responsible person at the service for each time that children are being educated and cared for by the service.
* Understand that a Certified Supervisor placed in day-to-day charge of the Service does not have the same responsibilities under the National Law as the Nominated Supervisor (i.e. Coordinator)
* Notify the Regulatory Authority within 7 days of any changes to their personal situation, including a change in mailing address, circumstances that affect their status as fit and proper, such as the suspension or cancellation of a Working with Children Check card or teacher registration, or if they are subject to disciplinary proceedings
* **The Responsible Person must be a Fit and Proper Person.**
* The Responsible Person has a minimum of 3 years working as an Educator in an Education and Care service (Recommended but not compulsory)

**CONSIDERATIONS:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Care Services National Regulations** | **National Quality Standard** | **Other Service policies/documentation** | **Other** |
| R 150  R 168  R 173  R 177 | QA 4.1  QA 4.1.1  QA 7.1.5  QA 7.3.1  QA 7.3.5 | * Staff Handbook * Providing a Child Safe Environment Policy. * Interactions with Children Policy. * Governance and Management Policy * Confidentiality Policy. * OSHC Code of Professional Standards. | * Australian Children’s Education & Care Quality Authority (2014) * Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015 |

ENDORSEMENT BY THE SERVICE:

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| **Approval date: April 2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: April 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

CONSIDERATIONS:

|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Care Services National Regulations** | **National Quality Standard** | **Other Service policies/documentation** | **Other** |
| r46, r54, r82, r83, r84, r118, r136, r146, r147, r148, r149, r150, r151, r168, r170, r173, r176, r181. | Standard 2.3, Standard 3.1, QA4, QA5, Standard 6.1, QA7. | * Staff Handbook * Providing a Child Safe Environment Policy. * Interactions with Children Policy. * Governance and Management Policy * Confidentiality Policy. * OSHC Code of Professional Standards. | * Child Protection Legislation. * Workplace Health and Safety Legislation. * My Time, Our Place. * Children’s Services Award 2010. |

ENDORSEMENT BY THE SERVICE:

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| **Approval date: April 2019 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: April 2020 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

### Casual staff

Wages paid fortnightly by direct deposit into account of choice

Rosters organized two weeks in advance

Superannuation paid in accordance with hours worked as per Award

No sick leave or annual leave paid separately – included in rates of pay

Casual rates paid

Code of conduct read

Staff Policy Handbook read

### Centre Policies and Code of Conduct

All staff are always expected to adhere to Centre policies. Please refer to the EBASCC Policies and Procedures Handbook.

Please see Staff Professionalism Policy and Child Protection Policy

All staff must undergo a “Working with Children’ Check

Staff are required to undergo child protection training, full time staff in particular.

### Sign In

Staff must sign in and out each day using TANDA. This is used for wage verification and for emergency purposes.

### Hours of Work

Before School Care - 7.00am to 9.00am

After School Care – between 2.30pm to 6.30 pm

Vacation Care – subject to change between 7am to 6.30pm, entitled to breaks, ½ hour lunch breaks

Note: Staff should be ready to work at the time the shift starts so arrival 10 minutes earlier is recommended.

Staff are not to attend EBASCC if not rostered and if meeting other staff after shift they are to wait outside gate,

### Absences

If unable to attend work, the Centre must be notified asap to avoid concern and confusion. Messages may be left via TANDA or the EBASCC staff Facebook page, See Leave Policies.

### Centre Uniform

Staff must wear Centre uniform. See Clothing Policy.

### Personal Mobile Telephones

Personal mobile telephones should be switched to silent vibrate or voice mail while at work. Considering supervision of children is of paramount importance while at the Centre, staff should not be using or answering their personal mobile telephones at any time.

Personal mobile telephones should not be brought to staff meetings or work functions/training outside of work hours as it is not considered to be appropriate or professional in these circumstances.

### Job Descriptions

Please see separate descriptions for each position – permanent/casual

**Resources and References:**

Leave Policies

Clothing Policy

Code of Conduct

Professional Development Policy

Maintenance of Records Policy

Participation and Access Policy

Australian Government *Acts* e.g. Superannuation, Taxation, Occupational Health and Safety

Staff Orientation

Staff Professionalism Policy

Child Protection Policy

DATE ENDORSED\_30/01/14\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE FOR REVIEW AND EVALUATION\_30/01/2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Sleep and Rest

**POLICY STATEMENT:**

*Our Service* believes that effective rest and, where necessary, sleep strategies are important factors in ensuring a child feels safe, secure and comfortable in the service environment. The service defines ‘rest’ as a period of inactivity, solitude, calmness or tranquillity and is considered different to a child being in a state of sleep in regards to the school age care of children. Whilst the majority of children who access our service may never need to sleep or rest during their time at the service, it is important that educators can accommodate the rest needs of all children regardless of their age if it is needed. Examples of when this may be necessary are when children are feeling unwell, if they are tired from an excursion or if they have additional needs and their rest requirements are greater than their peers.

(National Quality Standards 2.1 and 2.2, Elements 2.1.1 and 2.2.1)

## PROCEDURES:

### Safe Sleep Practices for all Children

* In accordance with the Education and Care Services National Law and Regulations, the service will ensure that the needs for sleep and rest of children in the service are met, having regard to the ages, developmental stages and individual needs of the children.
* The service’s Sleep and Rest Policy is based on recommendations from the recognised national authority Red Nose.
* The service consults with families about their child’s individual needs and to be aware of the different values and parenting beliefs, cultural or otherwise that are associated with rest.
* If a family’s beliefs and practices are in conflict with Red Nose recommendations, then the service will not endorse an alternative practice, unless the service is provided with written advice from a medical practitioner.
* The service has a duty of care to ensure that all children are provided with a high level of safety when resting or sleeping while in care.
* In meeting the service’s duty of care, it is a requirement that management and educators implement and adhere to the service’s Sleep and Rest Policy.
* All children will be placed on their back to rest when first being settled for a rest. If a child turns onto their side or stomach during sleep, then allow them to find their own sleeping position.
* All children will rest with their face uncovered.
* Children’s rest environments are free from cigarette or tobacco smoke.
* The rest environment, equipment and materials will be safe and free from hazards.
* Educators monitor resting children at regular intervals and supervise the rest environment.

### Rest for School Age Children

* If a school age child requests a rest then there is a designated area for the child to be inactive and calm, away from the main group of children.
* The designated rest area may be a cushion, mat or seat in a quiet section of the care environment.
* Quiet, solitary play experiences are available for those school age children who request the need for a rest or time away from their peers.
* Safe resting practices are relevant to school age children because, if they are resting or sleeping they should be monitored at regular intervals and a school aged child’s face should be uncovered when they are sleeping as described above.
* Light bedding is the preferred option if requested by the child.
* Educators will show awareness of children’s comfort and avoiding overcrowding when children are in need of rest or sleep.
* Our service will provide a range of both active and restful experiences throughout the program and support children’s preferences for participation.

### Safe Resting Practices for a Child who is Unwell

* Refer to the service’s Incident, Illness, Injury and Trauma policy for additional information.
* Child will be encouraged to rest in a quiet, comfortable and safe place.
* Child will be placed on their back to rest when displaying signs of being unwell. If a child turns onto their side or stomach during sleep, then allow them to find their own sleeping position.
* All children will rest with their face uncovered.
* Children who are unwell will be given the highest supervision priority and monitored constantly especially if the child has a high temperature, vomited or received minor trauma to their head. For example, a child who has received a blow to the head while playing sport.
* Parents will be contacted immediately to make arrangements to collect the child as soon as possible.

### The Rest/Sleep Environment and Equipment

* The service will ensure a rest or sleep space is available or can be made available to children at all times. This could include a quiet area with cushions, a book corner with beanbags, a lounge or armchair etc.
* The area and equipment will be checked regularly as part of the services safety check and hazard identification practices.
* Hygiene standards will be maintained when children use the rest/sleep area and equipment such as regularly washing pillow cases and blankets, particularly when a child is unwell.
* There may be occasions where children with additional needs will need to sleep or rest in their wheelchairs or other equipment such as a modified stroller. It is important that children are not left alone whilst sleeping in these and that the restraints are sufficiently fastened.
* The service will ensure the room temperature, airflow, noise and lighting is conducive to sleep and rest when necessary.
* Children’s clothing items should be checked prior to them sleeping to ensure it doesn’t present any hazards to them whilst asleep.

**CONSIDERATIONS:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Links to other service policies** | **Other documentation/**  **evidence** |
| S165, 167  R81, 168 | Standards 2.1 and 2.2  Elements 2.1.1 and 2.2.1 | Incident, Illness, Injury and Trauma, Providing a Child Safe Environment, Risk Assessment and Staffing policies. | * My Time, Our Place. * Safety checks * Risk assessments |

**ENDORSEMENT BY THE SERVICE:**

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| **Approval Date: \_\_\_\_APRIL 2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_\_APRIL 2026\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

Staff Leave Policies

### Aim

Flexible work practices enable employees to manage personal needs and get their work done without an adverse impact on the organization or colleagues. It is recognized that it is beneficial to the workplace to have employees with a diversity of life experiences and personal characteristics including employees with family responsibilities. It is important that the Centre retains valued and experienced staff, encourages staff to take leave for relaxation and recreation and to ensure the Centre is appropriately staffed at all times. Outside school hours care enables staff to work a variety of shifts that allow them to have other work, study or personal commitments.

These policies are designed to clearly outline all the requirements of staff contemplating leave. The policies follow federal and state legislation and ensure the responsibilities of the employer and employee are identified. All policies follow the relevant legislation: *Annual Holidays Act (NSW) 1994, NSW Industrial Relations Act 1996, NSW Long Service Leave 1995*.

### Annual Leave

This policy is for all purposes in accordance with and should be read in light of the provisions of the *Annual Holiday Act (NSW) 1994 (as amended)*. If this policy should be found to conflict with the provisions of the *Act*, the *Act* shall apply. Annual leave under the *Annual Holidays Act* applies to all permanent employees of EBASCC and will accrue and be credited on a fortnightly basis and available to take at any time after it has been credited, subject to approval by the Coordinator and the Committee.

Employees are entitled to 20 days (pro rata for hours of work) annual leave for each year of employment, on their ordinary rate of pay. Casual employees do not accrue annual leave; their pay rate includes a loading for annual leave.

Annual leave will accrue when the employee is absent provided the contract of employment is not terminated. This applies in the case of personal leave, leave without pay granted, long service leave, annual leave, public holidays, absences while receiving workers compensation and accident pay. The only period of leave not counted for the purpose of accruing annual leave is Parental Leave.

Employees will be encouraged to take annual leave on a regular basis to ensure that no more than 30 days entitlement is outstanding at any given time. Under the Act, leave cannot be postponed more than 6 months from the date it became due. The Committee may require and direct an employee to take annual leave by giving one month’s notice in writing to the employee.

The taking of annual leave is subject to work requirements. Where an employee is entitled to take annual leave and applies to use part of that leave, the Coordinator and the Committee will either approve the application or negotiate with the employee alternative dates for leave. Employees should lodge an application for leave in advance of requirements, giving as much notice as possible.

EBASCC will close for a period of approximately 2 weeks between Christmas and New Year. If annual leave is not available to the employee at that time, staff will be required to take leave without pay.

Where a designated public holiday for which the employee is entitled to payment occurs during a period of annual leave, the public holiday is not deducted from the annual leave entitlement.

When employment ceases, the employee will be entitled to be paid for all accrued annual accrued as at the termination date this will be calculated using the employee’s rate of salary at the date of the termination.

Permanent employees will receive an annual leave loading of 17.5%. This is calculated on ordinary pay and will be paid at the time that this leave is taken. Annual leave loading is paid on fully accrued leave only.

### Sick Leave

For the purposes of employees sick/personal leave please refer to

NSW Award (located on book shelf)

Permanent employees will accrue personal/sick leave at the rate of 10 days (pro rata) for each year of employment. Personal leave is accumulative on an annual basis, however, personal leave entitlements are not paid out on termination of employment by either party.

Casual employees are not entitled to be paid for sick leave, this has been factored in to the daily rate.

All staff must notify the Coordinator of illness as soon as possible if they are unable to attend the scheduled work day. This can be done by messaging via TANDA or the EBASSC Facebook page prior to the work day, or telephoning the Centre. If the phone is unattended, a message should be left. It should be indicated when a return to work may be possible.

If a permanent employee wishes to apply for sick leave in advance of medical procedures or any other reasons as much notice as possible should be given. An application for leave form should be filled out on TANDA and approval will be given by the Coordinator and the Committee if approved.

An employee who is to be absent due to illness for more than two days or on the working day before or after a public holiday and claims sick leave is required to provide a satisfactory/acceptable medical certificate from a qualified medical practitioner stating the nature and duration of the illness. An employee who fails to provide a medical certificate in such circumstances is not entitled to be paid sick leave

The Committee may require satisfactory/acceptable medical evidence supporting a claim for leave in relation to any illness where an employee has repeated and frequent single day or short term absences or a pattern of absenteeism. The Committee may treat an absence of an employee as leave without pay if the employee falsely claims sick leave for the absence or does not comply with proof of illness in relation to the absence.

### Long Service Leave

This policy is for all purposes in accordance with and should be read in light of the provisions of the *Long Service Leave Act (as amended*). If this policy should be found to conflict with the provisions of the *Act*, the *Act* shall apply.

Fulltime employees are entitled to two months (8.67 weeks) paid leave when they have been continuously employed by EBASCC for ten years. An additional one month’s leave will be accrued for every five years of service after the first ten years. Permanent employees are entitled to long service leave on a pro rata basis.

The Coordinator and Committee must approve the taking of long service leave, subject to work requirements. The Committee may direct an employee to take long service leave to which the employee is entitled by giving one month’s notice.

An employee may request to take their Long Service Leave by giving at least one month’s notice. The approval of such leave is granted upon the Committee’s approval.

**Parental Leave**

### Rostered Days Off

All permanent employees are entitled to 12 rostered days off per year to be taken prior to the end of a 12 month period January to December

**Resources and References:**

Miscellaneous Workers Award

EBASCC *Application for Leave Form through TANDA*

DATE ENDORSED\_30/01/2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE FOR REVIEW AND EVALUATION\_30/01/2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Inservice Training and Development.

## POLICY STATEMENT.

We believe that the quality of the service is developed through continual training and development of the staff. We will provide staff with encouragement and support to further their skills in the out of school hours field.

**CONSIDERATIONS**

Regulation 168 (2)(i)

National Quality Standard 4.2

### Procedure

Management will ensure that sufficient funds are made available in the budget for all in‑service training and development.

The Co-ordinator will inform the committee of any specific training and development needs of the staff.

Staff appraisals and the Centre requirements will be used to ascertain further training needs.

The Co-ordinator in conjunction with the committee will access all training available and determine what will be attended and by whom.

Where possible a yearly plan of training will be made, including dates, staff attending, and costs.

All staff will be given the opportunity to be involved in some form of training throughout the year.

All staff will be given opportunities to upgrade their qualifications in line with the National Standards and opportunities to improve their skills to implement OSHCQA.

A variety of training methods will be used including:

* Internal workshops, which can be conducted by staff or outside presenters.
* External meetings with other centres, with exchange of ideas.
* Time allocation made to staff to review any new resources that may be of value.
* External workshops, conferences and seminars.
* Accredited short courses provided by registered training organizations.

Staff are encouraged to share relevant skills and knowledge they obtained from any training with the other staff in staff meetings or where more time is required in an internal workshop.

Staff should discuss training needs and professional development with the Coordinator if they are interested.

All staff are encouraged to plan ahead for training and/or professional development and the yearly Staff Appraisal and Review is a good time to plan.

An *Application for Training Form* should be completed for approval by the coordinator and the Committee. See attached forms.

All permanent employees must undergo Child Protection training within their first 12 months with EBASCC.

All staff will be considered to be at work for the duration of any training activity they attend for the Centre.

The Centre will cover the costs of all authorised training.

The individual however will cover tertiary study costs.

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## Staff Review and Appraisal.

**POLICY STATEMENT.**

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

**CONSIDERATIONS**

Regulation 168 (2)(i)

National Quality Standard 4.2

**PROCEDURE.**

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

An initial review will be undertaken after a period of one month in the position.

Appraisals will then be conducted on an annual basis.

Staff and management will agree with the format of the appraisal system, which may be updated to more suitable systems after review, discussion and endorsement by the Management and staff.

All staff will be given at least two weeks notification of an upcoming appraisal and a convenient time arranged for both parties.

The appraisal system shall clearly state the expectations for each position and identify clear performance measures.

The appraisal system shall ensure two way communication is maintained and is used as a positive avenue for improving staff performance.

The appraisal system can be used, as a tool to identify future training needs of the staff.

At the completion of the appraisal an action plan will be developed identifying areas of training, and action to be taken and goals set for each staff member. This will be agreed to and signed by both parties.

Where it is identified that the staff member is not meeting the required performance measures then the following will be undertaken:

* Action plan developed to identify areas for improvement. This will include a time frame for further review.
* Training areas identified and put into place as soon as possible.
* Support and guidance given to the staff to help them through the process and assist them in achieving the required standards.
* The support can be given through the Co-ordinator or the Committee liaison officer.
* A record made of the above, dated and signed by both parties.
* Should no improvement be made by the next review then further action will be taken.

If the staff member is still dissatisfied then they should put their concern in writing asking for the decision to be reviewed or that they wish to pursue the issue further through other avenues. These could include the union or mediation.

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Grievance Procedures.

POLICY STATEMENT**.**

We will maintain a positive working environment for staff and for the committee.

We will do this through addressing all work related problems, complaints or concerns as quickly and effectively as possible. The procedure encourages ownership of issues and participation in the resolution process. The highest standards of confidentiality will be practised at all times.

It is recognized that in any work environment that differences of ideas and understandings will arise between colleagues and that on occasions these differences may become conflicts. For the purpose of this Policy a grievance is any real or perceived grounds for complaint including racial or sexual harassment, discrimination on the grounds of disability, race, religious belief, political viewpoint, gender, sexual orientation, marital status, pregnancy or any other unfair or improper treatment. If a positive approach is taken conflicts can be viewed as an opportunity for learning and change. Conflicts may be between individuals or between groups of people. I t is recognized as good business practice to have effective grievance procedures.

The process of resolution needs to be private, fair, timely, clear and conducted with a commitment to improvement. Grievance procedures are formal and based on the principles of natural justice, also known as procedural fairness. The requirements for natural justice include the opportunity for all parties to be heard, mediators who are independent and free of bias, expedient handling of complaints.

Employees are entitled to be made aware of the nature of allegations made and the evidence to be presented against them; to be given reasonable opportunity to bring evidence and to make arguments; to be given adequate notice of meetings and; to be given the opportunity to ask questions of others who have witnessed the behaviours in question.

**CONSIDERATIONS**

Regulation 168 (2)(o)

National Quality Standard 7.3

**PROCEDURE.**

A system to manage employee work-related concerns or grievances needs to take account of the requirements of the Industrial Relations Act, the Workplace Relations Act and grievance handling procedures in awards and agreements. Of particular note is the need for a formal process to take account of the possibility of action in the Industrial Relations Commission.

**Aim**The aims of the Grievance Policy are:

* To provide effective guidelines for the management of grievances within the Organisation.
* To resolve conflicts as quickly as possible and as close to the source as possible.
* To ensure that these guidelines are available and understood by staff.
* To ensure that all parties are treated fairly in the process and have their rights protected.
* To reflect the Industrial Relations Act 1996, the Workplace Relations Act 1996 and any legislative requirements with regards to concerns of discrimination and harassment.

EBASCC has a responsibility to ensure concerns are managed efficiently and privately as it is recognised the potential impact concerns may have on work morale and performance. The complainant has similar responsibilities. In order to protect anyone from further misunderstandings it is important that the complainant must endeavour to contain the potential impact of a concern, ensuring that only those parties who can help and who need to know about the concerns are informed. In this way other people are not unduly involved or affected.   
**Policy Statement**This policy is designed to assist all staff in the resolution of work relationship issues. This could include the following examples, unfair division of workloads; harassment; breakdown in communication; breaches of confidences that impact on the workplace; verbal/non verbal abuse.   
It may also be used to assist in the resolution of organisational and industrial issues. Organisational and industrial issues include those issues that could potentially effect the whole of the organisation, for example, employment conditions (leave entitlements, awards etc); issues regarding job roles and opportunities for flexibility; discrimination; occupational health and safety issues; internal recruitment practices and facilities.   
Both work relationships and organisational/industrial issues have the potential to negatively affect staff morale across the organisation. It is important that staff take steps to resolve their concerns and conflicts.

Types of GrievancesAs noted above grievances can cover a range of issues. Grievances can range from miscommunications and misunderstandings to matters involving potential criminal offences such as suspected theft or sexual harassment.

**Procedures**Outlined below are the procedures any employee can undertake in order to resolve a grievance. At any point, the person instigating the proceedings has the right to cease proceedings, whether or not the issue is resolved.   
Please note: EBASCC reserves the right to vary this procedure when a safety or legal responsibility is involved.

**Managing a grievance**A complainant may choose from a number of strategies in order to work towards resolving their concerns. The strategies listed below are not to be considered as a sequence. Depending on the nature of the concern and the persons involved the employee will choose which procedure/s to use:  
*1. The complainant should attempt to resolve the issue with the person/s involved by discussing it with them as soon as possible:*Wherever possible it is the responsibility of the parties involved to take reasonable and genuine steps to settle their differences without assistance.

*2. The complainant seeks assistance:*If the complainant has been unable to resolve the grievance independently, the complainant may wish to seek the support of another person. Keep in mind that only those parties who can help and who need to know about the concerns should be informed.

*3. The complainant may make a request for facilitated discussion between both parties:*This kind of discussion can be undertaken where there is general agreement between both parties about the facts, the issue is more one of different interpretations and the allegations do not have potential legal implications e.g. sexual harassment. Facilitated discussion will need to be undertaken by the Coordinator or Committee member. The conclusion of grievances in this situation would be written up and signed by all parties.

*4. (i) Any unresolved matters should be referred, by the complainant, to the committee who will attempt to resolve the issue at the first available opportunity:* If the situation remains unresolved the party may request the involvement of the Committee. If it is deemed appropriate the Committee may recommend formal mediation, by a person trained in this process.   
 *(ii) Disciplinary action required:*Some serious issues of concern will not be appropriate for facilitated discussion and may require disciplinary action. Some grievances once substantiated will require disciplinary action to be taken by the coordinator or by the Committee and will be recorded in the relevant personnel file.

*5. Outside agency:*   
The procedures outlined above shall not interfere with the right of either party to institute proceedings for the determination of any matter in accordance with the Industrial Relations Act 1996 and the Workplace Relations Act 1996. Should the complainant not be satisfied with the procedures NCAC has undertaken to address their concerns, the complainant can approach the grievance officer to request information of agencies outside of NCAC that may be able to assist.

*6. Other Organisational/Industrial Issues:*Some complaints may reflect organisational or industrial issues. These issues will need the involvement of the Committee. Most organisational issues may be resolved internally. However the resolution of some industrial issues may also require the involvement of the Industrial Relations Commission Tribunal   
*Please note:* Whilst any of the above procedures to resolve a complaint are in process there shall be no stoppage of work, or any ban or limitation of work applied.

7. *Actions following resolution:*   
In some situations it may be possible for a genuine apology to help with a resolution.

Substantiated allegations**:**Depending on the nature of the issue, actions may involve a change in work practices, counselling or some other action as agreed on by the said parties. Other serious consequences could involve warnings, discipline or dismissal.

Non-substantiated allegations:When the complaint cannot be substantiated it is recognised that one or both parties may feel uncomfortable with this outcome. In these situations the parties will be given the opportunity with their manager or the CEO to explore what support strategies they feel they need in order to move through this situation. The coordinator will endeavor to respond to reasonable suggestions.

False Allegations:Concerns may be raised in good faith, but proven to be false. In these situations there will be no repercussions for the complainant. However deliberate false allegations will be taken seriously. Where it has been determined that false allegations have been deliberately made, appropriate disciplinary action will be taken against the complainant. Actions may also include a recommendation of counselling.

**Sources**Disciplinary Action

Best Employment Practice (Department of Industrial Relations)   
My Workplace (NSW Department of Industrial Relations)   
Managing Grievances and Disputes (Employers First Training Manuel)   
Managing Staff. Children's Services Management Series (Community Child Care Cooperative)   
Policy Development in Early Childhood Services (S Farmer)   
[www.eeo.nsw.gov.au](file:///D:\staff\Sylvia\My%20Documents\Local%20Settings\Temporary%20Internet%20Files\Content.IE5\GRPVM6JX\www.eeo.nsw.gov.au)

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Disciplinary Action.

**POLICY STATEMENT.**

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

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

**CONSIDERATIONS**

Regulation 168 (2)(i)

National Quality Standard 4.2

**PROCEDURE.**

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

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

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

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

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

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

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

Should staff fall below clearly identified standards then the Co-ordinator or Management will:

**STEP** 1**: VERBAL WARNING.**

1. Give a verbal warning as soon as possible indicating the specific problem regarding the performance of their work or conduct. The issues must clearly relate to the job description.

2. Indicate what should happen to improve the situation and how the staff member can improve their performance.

3. Identify any support needed to assist the staff member to make the changes and take steps to implement these.

4. Indicate how the improvements will be measured, and when a review will take place. (1-4 weeks depending on the circumstances)

5. Give an opportunity for the staff member to respond to the concerns and seek union representation if required.  
If this resolves the issue then there is no need to go any further.

**STEP 2: WRITTEN NOTICE.**

1. Where the problem continues to occur the staff member will be given written notice of the complaints against them.

2. A formal documented interview with the management committee will take place. The worker should attend and has the right to reply and discuss any complaints against them, or to be represented by a union member or other representative of their choice.

3. The staff member will be given at least 48 hours notice of the meeting.

4. Minutes will be taken of the meeting and copy put on the staff members file and given to the staff member. The staff member may attach a written reply to the minutes.

5. The aim of the meeting is to negotiate how the situation may be improved.

6. The staff member will again be given specific indication of where their performance standards are not being met, indicate where changes are required and ways of achieving these, and told the method and date of review of their performance.

7. The staff member will be granted another probationary period.

8. The staff member will be informed at this stage that termination will be considered if no changes occur.

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

**STEP 3: FINAL WRITTEN WARNING.**

1. If the problem still persists another meeting of the management committee should be called and the staff member given notice to attend.

2. The matter should be discussed as per the first meeting and further action considered.

3. At this stage the staff member will be given a ”final written warning”.

4. Again the staff member has the right of reply and can discuss the situation. They also have the right to have a union representative or person of their choice attend the meeting.

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

**STEP 4: TERMINATION OF EMPLOYMENT.**

1. If the problem still continues after the 3 warnings, another special meeting of the management committee will be called and a decision made as to the employment of the staff member.

2. If the management believe that the staff member’s performance is unlikely to improve then the staff member will be dismissed.

3. A written notice will be given indicating date of dismissal (1 week from notice) and reasons for dismissal.

4. The staff member may be paid out in lieu of such notice.

**PROCEDURE FOR DEALING WITH SERIOUS UNACCEPTABLE BEHAVIOUR.**

Where a staff member in the workplace:

* Intentionally endangers life.
* Is found stealing.
* Reports to work under the influence of drugs or alcohol.
* Inflicts or threatens physical or sexual abuse or harassment.

The Co-ordinator or Management Committee will suspend the employee without loss of pay pending an investigation.

The investigation is to be completed within 72 hours and an interview date determined.

If the employee is a union member the union representative will be informed.

The interview is to be attended by the Co-ordinator, a nominated representative of Management, the person reporting the unacceptable behaviour and the union representative if desired. The employee is to be advised formally of the findings of the investigation and the action being taken.

When immediate termination is required, a dismissal notice is prepared at the interview. When continued employment is recommended a warning letter will be issued.

All the relevant records will be recorded on the employees file.

If the employee is vindicated of the accusation, all relevant formal documentation is to be removed from their file.

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Clothing Policy

**Aim**

Eastwood Before and After School Care Centre a respected workplace in the community and there is an expectation that staff will be appropriately dressed at all times and wear Centre uniform with pride.

This policy is designed to give guidance to the required standard of dress expected and reflects the principles of equal opportunity and occupational health and safety legislation. EBASCC recognizes the importance of personal choice, therefore recommendations in the policy should be seen as indicative, but not exhaustive.

**Implementation**

All staff members are provided with an EBASCC t-shirt and jacket. This shirt should be put into the laundry basket at the end of the shift unless staff would prefer to take home and wash themselves. During Vacation Care, the t-shirt will be washed before the next shift. A clothing allowance is paid to a permanent staff member.

Hats are to be worn by all staff members whenever they are outside, without exception.

**Recommendations**

Clothing that is neat, clean and of a casual style is acceptable. Closed in footwear is recommended.

Suitable examples are:

Jeans, shorts, skirts or dresses, sandals with straps, sneakers/joggers

For swimming excursions - Board shorts and full piece swimsuits

Clothing that is not acceptable:

Clothing with slogans or messages with political, suggestive or racial comments

Singlet tops, tops baring a midriff or plunging neckline

Thongs of any sort, bare feet, high heels

**Relief Staff.**

**POLICY STATEMENT.**

We aim to continue the quality of care in the centre by the employment of fit and proper persons for relief staff. A work agreement clearly outlining their duties and expectations will be given to all relief staff employed.

**CONSIDERATIONS**

Regulation 168 (2)(1)(i)(h)

National Quality Standard 2.3, 4.2, 7.1, 7.3

**PROCEDURE.**

The centre will employ relief staff on a casual basis to fill short-term vacancies or staff absences.

The Co-ordinator will keep a register of relief staff, which will be maintained and updated regularly.

A file recording experience, qualifications, Prohibited Employment Declaration and completed Working with Children Check, will be kept with the register.

Unsuccessful applicants for positions vacant who seem suitable will be asked if they would like to be placed on the relief staff list.

Unless in an emergency, all relief staff will need to have been through an interview with the Co-ordinator, have referees and references checked, and are deemed a fit and proper person to care for the children.

When no one from the centres list is available to fill the position, the   
Co-ordinator may contact another Out of School Hours centre to employ someone they recommend from their relief list.

When necessary to employ relief staff prior to the checking process being completed, work requirements will be modified to include additional supervision of relief staff or limiting their direct access to children.

Job descriptions will be drawn up for all relief staff.

Relief staff will be asked to fill out a casual work agreement before commencement of duties.

The Co-ordinator will, where possible, provide a modified induction to the centre which will include a tour of the centre, introductions to staff, a copy of the staff handbook, job description for relief staff, code of conduct and copies of relevant policies. The Co-ordinator will ensure that they are fully aware of their duties and the centres expectations prior to commencement.

Relief staff must adhere to all areas of confidentiality.

Any one who will be collecting children from school will be given clear instructions as to the meeting place, list of children to be collected, special centre identification badge (so the children know they may go with that person) and a copy of the procedure for missing or absent children.

All relief staff will be paid the appropriate wage and minimum hours as outlined for casual staff under the relevant award.

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Volunteers/Students/Visitors.

**POLICY STATEMENT.**

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

**CONSIDERATIONS**

Regulation 168 (2)(1)(i)(h)

National Quality Standard 2.3, 4.2, 7.1, 7.3

**PROCEDURE.**

### Volunteers

All volunteers must be interviewed by the Co-ordinator and provide two suitable referees and where possible references, before they will be able to work in the centre. All volunteers will be required to comply with the WWCC guidelines.

A job description will be drawn up for volunteers, clearly outlining their duties and expectations of the centre.

The Co-ordinator will provide a modified induction to the centre, which will include a tour of the centre, introductions to staff, job description for volunteers and code of conduct. The Co-ordinator will ensure that they are fully aware of their duties and the centres expectations.

All volunteers will be required to sign on and off.

Volunteers will be given a copy of relevant policies such as behaviour management.

Volunteers are not to discuss children’s development or other issues with parents.

Volunteers must adhere to all areas of confidentiality.

Volunteers should never be left alone with or in charge of any children.

Volunteers will not be used to do tasks that the employed staff normally do.

Volunteers will be supernumerary when calculating basic staff:child ratios, except on excursions.

Volunteers will be invited to take part in social activities of the centres.

### Students

Placements will be offered to:

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

Students attending other registered training organisations and studying a relevant field, such as childcare, teaching, recreation or community services. The training organization must initiate the placement, identify the students suitability and work with the Co-ordinator in relation to times and expectations. The training organization must provide written authorisation for the student and a copy of their insurance. This will be kept on file.

All placements will be negotiated through the Co-ordinator and placement be only accepted on the discretion of the Co-ordinator based on issues such as staff ability to supervise and be available to help the students.

After the Co-ordinator sees the placement as worthy they will seek approval for the placement from the Management at the next meeting or if unable to do so prior to the meeting, get approval from the Chairperson or other delegated management member.

Students will be provided with guidelines identifying their responsibilities, expectations and code of conduct while at the centre.

Students should be made aware of relevant policies such as behaviour management.

Students are not to discuss a child’s development or other issues with the parents.

Students should adhere to all policies concerning confidentiality.

Students should never be left alone with or in charge of any children.

Students will not be used to do tasks that the employed staff normally do.

### Visitors

Visitors may be invited to the centre to stimulate the children’s program.

Visitors could include local people or parents with a skill or ability to share with the children or staff or local community resources such as police, fire brigade etc.

All other visitors must make an appointment to see the Co-ordinator at a convenient time.

Professional access to the centre will be at the discretion of the Co-ordinator or Management or when required by law to do so.

Professionals include, union representatives, State and Federal Government Departmental Officers, Occupational Health and Safety inspectors, building inspectors and police officers.

Any unwelcome visitor or unauthorised persons will be calmly asked to leave the centre. If they refuse the Co-ordinator or staff member directed by the Co-ordinator will call the police for removal.

No staff member is to try to physically remove the unwelcome person, but try to remain calm and keep the person calm as far as possible.

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# Staffing

## Staff Selection

## QUALIFICATIONS:

### Coordinator

* Desirable, minimum 3 years experience in a relevant field and demonstrated ability to work with children and staff.
* Holds a current first aid certificate or willing to undergo training to obtain this.
* A person of good character, who can be entrusted with providing adequate care for the welfare of the children.
* Awareness of child protection responsibilities.
* Has an interest and desire to work with children.
* Has an ability to communicate with adults, children and management.
* An ability to supervise and support educators.
* The Coordinator will be a minimum of 21 years of age.

### Assistant Coordinator

* Relevant training as above and/or relevant experience to successfully fulfill the position.
* Holds a current first aid certificate or are willing to undergo training to obtain this.
* A person of good character, who can be entrusted with providing adequate care for the welfare of the children.
* Awareness of child protection responsibilities.
* Has an interest and desire to work with children.
* Has an ability to communicate with adults and children.
* The assistant shall be a minimum of 18 years.

### RECRUITMENT: SELECTION PANEL

* When a position becomes available, management will appoint a panel to conduct the selection process.
* Three people will be on the panel, two members of management and the Coordinator if selecting an assistant. A convener of the panel will be nominated.
* Where the position is for the outgoing Coordinator, a staff representative will be placed on the panel
* The panel will:
* Approve the job description and select criteria for the position.
* Determine the method and placement of advertising and place the advertisement including notification of the Working With Children Check (WWCC).
* Ask applicants to consent to screening.
* Short-list the applicants.
* Arrange interview questions, date and time.
* Contact the applicants for interview.
* Conduct the interviews.
* Arrange for the WWCC to be conducted on the preferred applicant.
* Ensure that approval for selected educator has been approved under WWCC.
* Make a decision on a suitable applicant, which is put before management for final approval.
* Offer the position to the successful applicant and contact the unsuccessful applicants after the position has been accepted.
* Set date for the commencement of employment and orientation of the new person.
* Prepare letter of employment and contract.

### RECRUITMENT: ADVERTISEMENTS

* Advertisements shall be placed at least in the local and regional papers. The Sydney Morning Herald will also be considered.
* Advertisements are to include:
* Job title.
* Specific employment information, including hours of work and Award rate.
* Include that a WWCC is required.
* Advice to applicants to include their contact telephone numbers, a resume, a minimum of (2) referees with at least one a work reference, and full contact details.
* Closing date and postal address for applications.
* Contact name and number where the applicant can obtain more information.

### RECRUITMENT: INTERVIEW

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

### RECRUITMENT: NOTIFICATION

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

### RECRUITMENT: EQUAL EMPLOYMENT OPPORTUNITIES

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

## Conditions of Employment:

* All relevant conditions set down by the award will apply to all employees.
* This includes sick leave, annual leave, rostered days off, overtime, jury duty, study leave, carers leave etc.
* Management will ensure they are aware of the appropriate conditions and keep up to date in relation to any changes in the Award.
* Educators are encouraged to remain up to date with their appropriate conditions and inform management of any changes.
* Educator appraisals will take place after a period of one month in the position.
* Appraisals will then be conducted on an annual basis.
* All educators will maintain professional behaviour at all times.
* All grievance issues are to follow the appropriate procedures as outlined in the grievance and discipline and dismissal policies.
* Educators will be paid fortnightly in the form as advised by management.
* Annual leave will be taken as negotiated with management.
* Annual Leave when necessary will be rostered to ensure the required staffing levels are maintained at all times.
* Applications for leave must have 4 weeks prior notice and be approved by management.
* Management, based on each individual's request, will determine applications for leave without pay.
* Each educator will supply and record their full name, address, date of birth, evidence of any qualifications they hold including first aid and the identifying number of the employees Working With Children Check.

## Staff Orientation:

* A member of management and the Coordinator will conduct the orientation process as soon as possible after the applicant has accepted the position.
* The orientation process will include:
* Introductions to existing educators and management
* Guided tour of the service
* Being shown where all relevant records are kept
* Discussion about working arrangements and expectations, including professional code of conduct and duty of care
* Information about the review and appraisal system
* Opportunity to ask any questions regarding the service or expectations.
* The new educator will be provided with the following information:
* Service operation and hours.
* The service philosophy and policies.
* Parent information book.
* Service's code of conduct.
* Job description.
* Emergency procedure duties.
* List of current educators, management and their positions.
* Terms and conditions of employment.
* Union membership information.
* Superannuation information and forms.
* Taxation forms.
* Probation period and review and appraisal procedure.
* Appropriate lines of communication with educators and management.
* After the period of one week, management will sit down with the new employee to address any further issues they may have once they have been in the service.
* All staff will be informed of their responsibilities as a Mandatory Reporter as part of their orientation and induction process. This will involve discussion regarding their current understanding, use of this policy and resources and access to Child Protection training. Information related to sexual grooming will also be provided upon orientation to ensure that staff are fully aware of the signs and limits related to appropriately interacting with children.

## Staff Professionalism:

* The OSHC Code of Professional Standards, duty of care and expectations will be discussed in the initial orientation process of all new educators.
* Educators will be made aware of their duty of care and their responsibility in relation to supervision, health and safety of the children.
* Professional behaviour in all areas will be reviewed as part of the ongoing employment of all educators.
* Management, in conjunction with the Coordinator, will immediately address any breach in the professional expectations outlined. If the concern involves the Coordinator, two representatives from management, will conduct the discussion.
* All discussions will be recorded and standard of behaviour and expectations clearly explained.
* Any further problems will be addressed as per the discipline procedure.
* Educators will be made aware of the services philosophy and policies and will be expected to follow these. Should educators have any concerns with the policies, they are to raise this with the Coordinator or management liaison officer.
* Educators will be expected to know, understand and perform their duties as per their job description.
* Educators will be expected to maintain and improve their skills through participation in training and development opportunities. Management will ensure that finances are made available in the budget training.
* Educators will be expected to start duties on time.
* Educators will be expected to dress appropriately for their duties.
* Educators must not attend work under the influence of drugs or alcohol.
* Educators should not attend work when they are unfit to do so due to injury or sickness and must inform the service as soon as possible.
* Educators will use only suitable language that is not offensive to other educators, families and children.
* Educators will be expected to follow all confidentiality issues.
* The service is a smoke free zone. Educators may not smoke in or around the building, or in the sight of the children.
* Educators will be expected to know and follow the child protection policies.
* The quality of the service and positive working environment are dependent on good educator and parent relationships. Educators will follow proper communication procedures as outlined in the appropriate policies and procedures.
* The maintenance of good teamwork will be an expectation outlined in all job descriptions.
* Any conflicts that arise must be addressed as outlined in the grievance procedure.

## In-service Training and Development:

* Management will ensure that sufficient funds are made available in the budget for all in-service training and development.
* The Coordinator will inform management of any specific training and development needs of the educators.
* Appraisals and the services requirements will be used to ascertain further training needs.
* The Coordinator, in conjunction with management, will access all training available and determine what will be attended and by whom.
* Where possible a yearly plan of training will be made, including dates, educators attending, and costs.
* All educators will be given the opportunity to be involved in some form of training throughout the year.
* All educators will be given opportunities to upgrade their qualifications in line with the National Quality Framework.
* A variety of training methods will be used including:
* Internal workshops, which can be conducted by educators or outside presenters.
* External meetings with other service to exchange ideas.
* Time allocation made to educators to review any new resources that may be of value.
* External workshops, conferences and seminars.
* Accredited short courses provided by registered training organisations.
* Educators are encouraged to share relevant skills and knowledge they obtained from any training with the other educators in staff meetings or where more time is required in an internal workshop.
* All educators will be considered to be at work for the duration of any training activity they attend for the service.
* The service will cover the costs of all authorised training. The individual however will cover tertiary study costs.

## Review and Appraisal:

* All educators will be informed of the appraisal system on acceptance of the position, and given details in the orientation process.
* An initial review will be undertaken after a period of one month in the position.
* Appraisals will then be conducted on an annual basis.
* Educators and management will agree with the format of the appraisal system, which may be updated to more suitable systems after review, discussion and endorsement by management and educators.
* All educators will be given at least two weeks notification of an upcoming appraisal and a convenient time arranged for both parties.
* The appraisal system shall clearly state the expectations for each position and identify clear performance measures.
* The appraisal system shall ensure two way communication is maintained and is used as a positive avenue for improving staff performance.
* The appraisal system can be used, as a tool to identify future training needs of the educators.
* At the completion of the appraisal an action plan will be developed identifying areas of training, and action to be taken and goals set for each educator. This will be agreed to and signed by both parties.
* Where it is identified that the educator is not meeting the required performance measures then the following will be undertaken:
* Action plan developed to identify areas for improvement. This will include a time frame for further review.
* Training areas identified and put into place as soon as possible.
* Support and guidance given to the educator to help them through the process and assist them in achieving the required standards.
* The support can be given through the Coordinator or the management liaison officer.
* A record made of the above, dated and signed by both parties.
* Should no improvement be made by the next review then further action will be taken.
* If the educator is still dissatisfied then they should put their concern in writing asking for the decision to be reviewed or that they wish to pursue the issue further through other avenues. These could include the union or mediation.

## Grievance Procedures:

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

### FORMAL GRIEVANCE PROCEDURE

* Where the resolution of a grievance has not been satisfactorily achieved through the informal procedure, then a more formal approach should be taken.
* Grievance between educators:
* As appropriate, the Coordinator, or the Liaison Contact should now be briefed about the grievance and its current status.
* Grievance between committee members:
* The whole committee should be briefed.
* The grievance(s) will firstly be investigated by the Coordinator or management as appropriate.
* The investigation will involve:
* Interviews with both parties and/or witnesses
* Assessment of relevant documentation e.g. job descriptions, policies etc.
* Preparation of a clear description of the issue
* Arranging a formal meeting between parties
* A meeting will be conducted by a neutral third person. This person will manage the conduct of the meeting, be impartial having no input to the content of the meeting, and will prepare a written record of the outcome(s) of the meeting.
* Where the service cannot identify a suitably impartial person, management will agree to invite a qualified mediator to assist.
* The meeting will:
* Identify the issue(s) of concern and persons who are involved
* Arrange all parties to be involved and to put forward their views
* Identify alternative solutions
* Attempt to reach a mutually satisfactory resolution of the issue(s).
* At formal grievance resolution meetings all parties are entitled to invite a support person to attend. This person does not provide input to the meeting, but may offer support and advice to their party during the meeting.
* A confidential written record of the outcome of the meeting will be given to all participants who are to acknowledge their agreement by signing the record. A signed copy will be kept with educator files.
* The neutral party will inform management of the meeting's outcome(s).
* Management will ensure that outcomes are included in job descriptions or service policies as appropriate.
* If one party remains dissatisfied with the meeting's outcome(s) then this should be put in writing to the management committee asking that the process be reviewed or stating that they intend to pursue the grievance further through other suitable avenues.
* Where the issue of grievance is between management and educators and concerns standard of work performance or work practice, then the discipline procedure will be followed.

## Disciplinary Action:

* It is important that the educators are fully aware of their expectations as an employee in the service and that clear guidelines are given regarding educators duties, code of conduct and professionalism.
* Management will ensure that all educators are given clear job descriptions and orientation into the position with opportunity to clarify any issues.
* Educators are responsible to address any concerns and clarify any issues in the job description or expectations that they are unsure of.
* Educators are encouraged to maintain good working relationships and have a commitment to maintaining a quality standard of work.
* Educators will be given clear notification should their standard of work or conduct fall below what is expected and outlined in their job description.
* Educators have the right to appeal against any allegation and the right to speak on their behalf or to have a union representative appear on their behalf.
* The following steps will be followed to deal with poor work performance or conduct. There may not be the need to go through all the steps when the issue is resolved however staff should be aware of the whole process.
* Should educators fall below clearly identified standards then the Coordinator or Management will:
* STEP 1: VERBAL WARNING.

1. Give a verbal warning as soon as possible indicating the specific problem regarding the performance of their work or conduct. The issues must clearly relate to the job description.

2. Indicate what should happen to improve the situation and how the educators can improve their performance.

3. Identify any support needed to assist the educator to make the changes and take steps to implement these.

4. Indicate how the improvements will be measured, and when a review will take place. (1-4 weeks depending on the circumstances)

5. Give an opportunity for the educator to respond to the concerns and seek union representation if required.

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

* STEP 2: WRITTEN NOTICE.

1. Where the problem continues to occur the educator will be given written notice of the complaints against them.

2. A formal documented interview with management will take place. The educator should attend and has the right to reply and discuss any complaints against them, or to be represented by a union member or other representative of their choice.

3. The educator will be given at least 48 hours notice of the meeting.

4. Minutes will be taken of the meeting and copy put on the educators file and given to the educator. The educator may attach a written reply to the minutes.

5. The aim of the meeting is to negotiate how the situation may be improved.

6. The educator will again be given specific indication of where their performance standards are not being met, indicate where changes are required and ways of achieving these, and told the method and date of review of their performance.

7. The educator will be granted another probationary period.

8. The educator will be informed at this stage that termination will be considered if no changes occur.

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

* STEP 3: FINAL WRITTEN WARNING.

1. If the problem still persists another meeting of management should be called and the educator given notice to attend.

2. The matter should be discussed as per the first meeting and further action considered.

3. At this stage the educator will be given a "final written warning".

4. Again the educator has the right of reply and can discuss the situation. They also have the right to have a union representative or person of their choice attend the meeting.

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

* STEP 4: TERMINATION OF EMPLOYMENT.

1. If the problem still continues after the 3 warnings, another special meeting of management will be called and a decision made as to the employment of the educator.

2. If management believes that the educators performance is unlikely to improve then the educator will be dismissed.

3. A written notice will be given indicating date of dismissal (1 week from notice) and reasons for dismissal.

4. The educator may be paid out in lieu of such notice.

### PROCEDURE FOR DEALING WITH SERIOUS UNACCEPTABLE BEHAVIOUR:

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

## Relief Educators:

* The service will employ relief educators on a casual basis to fill short-term vacancies or absences
* The Coordinator will keep a register of relief educators, which will be maintained and updated regularly.
* A file recording experience, qualifications, Prohibited Employment Declaration and completed Working with Children Check, will be kept with the register
* Unsuccessful applicants for positions vacant who seem suitable will be asked if they would like to be placed on the relief educator list.
* Unless in an emergency, all relief educators will need to have been through an interview with the Coordinator, have referees and references checked, and are deemed a fit and proper person to care for the children.
* When no one from the services list is available to fill the position, the Coordinator may contact another Out of School Hours service to employ someone they recommend from their relief list
* When necessary to employ relief educators prior to the checking process being completed, work requirements will be modified to include additional supervision or limiting their direct access to children.
* Job descriptions will be drawn up for all relief educators.
* Relief educators will be asked to fill out a casual work agreement before commencement of duties.
* The Coordinator will, where possible, provide a modified induction to the service, which will include a tour of the service, introductions to educators, a copy of the staff handbook, job description for relief educators, code of conduct and copies of relevant policies. The Coordinator will ensure that they are fully aware of their duties and the services expectations prior to commencement.
* Relief educators must adhere to all areas of confidentiality.
* Any one who will be collecting children from school will be given clear instructions as to the meeting place, list of children to be collected, special service identification such (so the children know they may go with that person) and a copy of the procedure for missing or absent children.
* All relief educators will be paid the appropriate wage and minimum hours as outlined for casual educators under the relevant award.

## Volunteers, Students and Visitors:

### VOLUNTEERS

* All volunteers must be interviewed by the Coordinator and provide two suitable referees and where possible references, before they will be able to work in the service. All volunteers will be required to comply with the WWCC guidelines.\
* A job description will be drawn up for volunteers, clearly outlining their duties and expectations of the service.
* The Coordinator will provide a modified induction to the service, which will include a tour of the service, introductions to educators, job description for volunteers and code of conduct. The Coordinator will ensure that they are fully aware of their duties and the services expectations.
* All volunteers will be required to sign on and off.
* Volunteers will be given a copy of relevant policies such as behaviour management.
* Volunteers are not to discuss children's development or other issues with families.
* Volunteers must adhere to all areas of confidentiality.
* Volunteers should never be left alone with or in charge of any children.
* Volunteers will not be used to do tasks that the employed educators normally do.
* Volunteers will be supernumerary when calculating basic educator: child ratios, except on excursions.
* Volunteers will be invited to take part in social activities of the service.

### STUDENTS

* Placements will be offered to high school students who wish to gain work experience as part of a school program.
* The participating school must initiate the work experience, identify the students suitability and work with the Coordinator in relation to times and expectations.
* The school must provide written authorisation for the student and a copy of their insurance. This will be kept on file.
* Students attending other registered training organisations and studying a relevant field, such as childcare, teaching, recreation or community services. The training organisation must initiate the placement, identify the students suitability and work with the Coordinator in relation to times and expectations. The training organisation must provide written authorisation for the student and a copy of their insurance. This will be kept on file.
* All placements will be negotiated through the Coordinator and placement be only accepted on the discretion of the Coordinator based on issues such as educators ability to supervise and be available to help the students.
* After the Coordinator sees the placement as worthy they will seek approval for the placement from management at the next meeting or if unable to do so prior to the meeting, get approval from the Chairperson or other delegated management member.
* Students will be provided with guidelines identifying their responsibilities, expectations and code of conduct while at the service.
* Students should be made aware of relevant policies such as behaviour management.
* Students are not to discuss a child's development or other issues with the families.
* Students should adhere to all policies concerning confidentiality.
* Students should never be left alone with or in charge of any children.
* Students will not be used to do tasks that the employed staff normally do.

### VISITORS

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

## Educator: Child Ratios:

* The educator: child ratios as outlined in the National Standards will be met at all times.
  + - There will be a maximum of 15 children to 1 educator.
    - There will be a maximum of 8 children to 1 educator for excursions.
    - There will be a maximum of 5 children to 1 educator for swimming.
* There will be a minimum of 2 educators present at all times.
* When educators are sick or unable to attend work, appropriate relief educators will be employed to meet the standards.
* For an emergency or if an educator becomes sick, a replacement should be obtained where possible before the educator leaves the service.
* If a relief educator is unable to be obtained, suitable volunteers may be employed on a casual basis to cover the numbers.
* Volunteers will only be counted on excursions to make up the higher number of educators required, or when temporarily employed.
* Students will not be counted as part of the educator: child ratio, at any time.

### Communication**:**

### EDUCATORS/MANAGEMENT

* Educators and management are to treat each other with respect, courtesy and understanding.
* Appropriate language is to be maintained at all times.
* The Coordinator is the main line of communication between the educators and management.
* Educators can raise any issues with management through the Coordinator. The Coordinator will ensure that this is drawn to management's attention through the monthly report.
* Where necessary, educators will be invited to management meetings to discuss their concerns.
* Where the matter is seen as urgent, the Coordinator may raise the issue with management prior to the meeting and discuss if there is a need for immediate action to be taken at that time.
* If educators have an issue they do not wish to address with the Coordinator they may personally write to management identifying the problem and asking for the help of management. A copy of this letter must be given to the Coordinator.
* The issue should be raised at the next management meeting. The educator involved will be asked to attend the meeting to personally discuss the issue.
* Where there is a distinct conflict between an educator and management, the educator or management member can act on this as per the grievance procedures. A mediator or union representative can be brought in to discuss any concerns that have not been able to be resolved by the normal procedures.

### EDUCATORS/FAMILIES

* Educators will create a comfortable and supportive environment for families and strive for open communication and good relations.
* Educators and families will treat each other with respect, courtesy and understanding.
* Appropriate language is to be maintained at all times.
* Educators will not be judgemental towards families and will respect their need to use childcare.
* Educators will accept family’s individual differences in raising their children and in all cultural issues.
* Educators will ensure families are greeted and farewelled in all sessions.
* Educators will maintain regular, open communication with families. Educators should inform families personally about anything relating to their children as an ongoing process. This could be praise about the child's day or activities, any problems the child might have had in the day, issues of behaviour that may have been a concern and so on.
* Educators will regularly talk to families about the child's interests or activities and respond to suggestions from the families.
* Educators will regularly talk to families about the child's cultural needs and celebrations and respond to these.
* When family members contact the service to see how a child is settling in, educators will provide them with information regarding the child's participation and wellbeing.
* Conversations will be maintained at a positive level.
* Communication with families will be maintained in a variety of ways such as:
* Greeting and farewelling
* Personal conversations
* Notice boards
* Parent handbooks
* Newsletters
* Information from management
* Educators will ensure that families are fully aware of all lines of communication, and ensure these are followed.
* Educators will be aware of their limitations in relation to family’s problems and ensure they are referred to the appropriate people when required.
* Families and educators are requested to maintain confidentiality at all times.

### EDUCATORS/CHILDREN

* Educators and children are to treat each other with respect, courtesy and understanding.
* Educators will respect children's opinions and encourage their participation in the planning of the program and in establishing a code of behaviour for the service.
* Appropriate language is to be maintained at all times.
* Educators will use appropriate voice tone and level when talking to children. Shouting will be avoided.
* Educators will be supportive and encouraging and communicate to children in a friendly positive and courteous manner.
* Educators will greet and farewell children each session.
* Educators will initiate conversations with all children, and develop an understanding of the child and their interests.
* Educators will give praise and positive feedback to the children as often as possible.
* Educators will form friendly and warm relationships with the children in their care.
* When communicating with children, educators will ensure that they are understood and to communicate at the child's level.
* Children will never be singled out or made to feel inadequate at any time.
* Educators will not threaten or verbally abuse the children in any way.

### EDUCATOR/EDUCATOR**:**

* Educators are to treat each other with respect, courtesy and empathy.
* Appropriate language is to be used between educators at all times.
* Educators are expected to work together as a team and be supportive of each other in the workplace.
* Staff meetings are appropriate times to raise matters of interest or concern to other educators. The Coordinator will arrange for educators contributions to be placed on the meeting Agenda.
* Educators are expected to read minutes of meetings and to take notice of changes to service policy and procedures.
* Educators are to read the daily communication book prior to the commencement of each roster.
* Educators will familiarise themselves with the content of all notices displayed around the service.
* An educator with concerns about the work practices or standards of another educator will firstly approach that person to discuss the matter. If the matter remains unresolved, then the grievance procedures will be followed.
* Educators should not unnecessarily involve families or other educators in their matters of grievance or complaint.

### Staffing Arrangements:

* The service’s Nominated Supervisor will be responsible for the service at all times regardless of their attendance at the service.
* In the absence of the Nominated Supervisor at any time, a Responsible Person will be selected to be in charge of the daily operation of the service. They will be chosen based on the following: Are they a fit and proper person, evidence of skills, knowledge and experience working with children, and declarations relating to knowledge of the NQF, National Law and Regulations, MTOP and Child Protection training, including the completion of the accredited assessment task.
* This person will not adopt the Nominated Supervisor’s responsibilities during this time. The service will display the details of the Nominated Supervisor and Responsible Person at all times the service is operating.
* A Responsible Person is covered under the Service’s Supervisor Certificate.
* The service will appoint an Educational Leader and display the name of this person for families should they wish to discuss the service’s programming practices.
* At all times the service is operating, there will be at least one educator who holds a current approved first aid, anaphylaxis and asthma management qualification.
* Educators will record their name and the hours they have worked directly with children each time they are working in the service. This record will also include the name of the Responsible Person, the Educational Leader, and the names of any students and visitors.

CONSIDERATIONS:

|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Care Services National Regulations** | **National Quality Standard** | **Other Service policies/documentation** | **Other** |
| r46, r54, r82, r83, r84, r118, r136, r146, r147, r148, r149, r150, r151, r168, r170, r173, r176, r181. | Standard 2.3, Standard 3.1, QA4, QA5, Standard 6.1, QA7. | * Staff Handbook * Providing a Child Safe Environment Policy. * Interactions with Children Policy. * Governance and Management Policy * Confidentiality Policy. * OSHC Code of Professional Standards. | * Child Protection Legislation. * Workplace Health and Safety Legislation. * My Time, Our Place. * Children’s Services Award 2010. |

ENDORSEMENT BY THE SERVICE:

DATE ENDORSED\_30/03/2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE FOR REVIEW AND EVALUATION\_\_30/03/2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff: Child Ratios.

**Minimum Staff Numbers.**

**POLICY STATEMENT.**

We believe that the child: staff ratio is an important factor in determining the quality of care that we provide. We will ensure positive staff, child and parent interactions and safe care by maintenance of the minimum standards outlined in the National Standards.

**CONSIDERATIONS**

Regulation 168 (2)(1)(i)(h)

National Quality Standard 2.3, 4.2, 7.1, 7.3

**PROCEDURE.**

**Staff: child ratios.**

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

1.1.1 There will be a maximum of 15 children to 1 staff member.

1.1.2 There will be a maximum of 8 children to 1 carer for excursions.

1.1.3 There will be a maximum of 5 children to 1 carer for swimming.

The staff: child ratios as outlined in the Voluntary Code of Practice will be adhered to at all times:

1. A staff child ratio of 1 to 10 for programs which integrate children with disabilities.

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

**Minimum staff numbers**.

There will be a minimum of 2 staff members present at all times.

When staff are sick or unable to attend work, appropriate relief staff will be employed to meet the standards.

For an emergency or if a staff member becomes sick, a replacement should be obtained where possible before the staff member leaves the centre.

If a relief staff member is unable to be obtained, suitable volunteers may be employed on a casual basis to cover the numbers.

Volunteers will only be counted on excursions to make up the higher number of carers required, or when temporarily employed.

Students will not be counted as part of the staff:child ratio, at any time.

Where possible extra carers will be encouraged to participate to assist in providing a higher standard of care.

POLICY STATEMENT:

*Our Service* believes that educators are the most valuable asset to the quality of care provided and that employing and keeping high quality educators is imperative. We aim to employ the best possible educators and ensure they are fit and proper for employment in children’s services. A flexible, harmonious working environment is maintained, which ensures the rights of employees are met at all times with educators employed under the appropriate awards and conditions. An orientation process is conducted for all employees to ensure they are aware of the values and practices of the service. Educators receive clear guidelines regarding the expectations for their conduct and are encouraged and supported to further their skills via professional development opportunities. Grievances are addressed quickly and effectively with the highest standards of confidentiality practised at all times. All educators, volunteers, students and visitors will be informed of their expectations and requirements related to safety and the proper care of children. All practices will be in accordance with the OSHC Code of Professional Standards. We will encourage positive and open communication between all parties involved. (National Quality Standards 4.2, 7.1. 7.2 &7.3)

Communication.

**POLICY STATEMENT.**

We will encourage positive and open communication between all parties involved in the centre. Staff, parents and committee members will be made aware of appropriate communication avenues and procedures.

**CONSIDERATIONS**

Regulation 168 (2)(1)(i)(h)

National Quality Standard 2.3, 4.2, 7.1, 7.3

**PROCEDURE.**

**STAFF / MANAGEMENT**

Staff and members of Management are to treat each other with respect, courtesy and understanding.

Appropriate language is to be maintained at all times.

The Co-ordinator is the main line of communication between the staff and the Management

Staff can raise any issues with the Management through the Co-ordinator. The Co-ordinator will ensure that this is drawn to the Management’s attention through the monthly report.

Where necessary staff will be invited to management meetings to discuss their concerns.

Where the matter is seen as urgent, the Co-ordinator may raise the issue with the Management prior to the meeting and discuss if there is a need for immediate action to be taken at that time.

If staff have an issue they do not wish to address with the Co-ordinator they may personally write to the Management identifying the problem and asking for the help of Management.

A copy of this letter must be given to the Co-ordinator.

The issue should be raised at the next management meeting. The staff member involved will be asked to attend the meeting to personally discuss the issue.

Where there is a distinct conflict between a staff member and the management, the staff member or management can act on this as per the grievance procedures. A mediator or union representative can be brought in to discuss any concerns that have not been able to be resolved by the normal procedures.

### STAFF/PARENT

Staff will create a comfortable and supportive environment for parents and strive for open communication and good relations with parents.

Staff and parents will treat each other with respect, courtesy and understanding.

Appropriate language is to be maintained at all times.

Staff will not be judgmental towards the parents and respect their need to use childcare.

Staff will accept parent’s individual differences in raising their children and in all cultural issues.

Staff will ensure parents are greeted and fare welled in all sessions.

Staff will maintain regular, open communication with parents. Staff should inform parents personally about anything relating to their children as an ongoing process. This could be praise about the child’s day or activities, any problems the child might have had in the day, issues of behaviour that may have been a concern and so on.

Staff will regularly talk to parents about the child’s interests or activities and respond to suggestions from the parents.

Staff will regularly talk to parents about the child’s cultural needs and celebrations and respond to these.

When parents contact the centre to see how a child is settling in, the staff will provide the parent with information regarding the child’s participation and wellbeing.

Conversations will be maintained at a positive level.

Communication with parents will be maintained in a variety of ways such as:

* Greeting and fare welling.
* Personal conversations.
* Notice boards.
* Parent handbooks.
* Newsletters.
* Information from the Management.
* EBASCC online page
* QIK Kids

Staff will ensure that parents are fully aware of all lines of communication, and ensure these are followed.

Staff will be aware of their limitations in relation to parent’s problems and ensure they are referred to the appropriate people when required.

Parents and staff are requested to maintain confidentiality at all times.

### STAFF / CHILD

Staff and children are to treat each other with respect, courtesy and understanding.

Staff will respect children’s opinions and encourage their participation in the planning of the program and in establishing a code of behaviour for the centre.

Appropriate language is to be maintained at all times.

Staff will use appropriate voice tone and level when talking to children. Shouting should be avoided.

Staff will be supportive and encouraging and communicate to children in a friendly positive and courteous manner.

Staff will greet and farewell children each session.

Staff will initiate conversations with all children, and develop an understanding of the child and their interests.

Staff will give praise and positive feedback to the children as often as possible.

Staff will form friendly and warm relationships with the children in their care.

When communicating with children staff will ensure that they are understood and to communicate at the child’s level.

Children will never be singled out or made to feel inadequate at any time.

Staff will not threaten or verbally abuse the children in any way.

### STAFF / STAFF

Staff members are to treat each other with respect, courtesy and empathy.

Appropriate language is to be used between staff at all times.

Staff are expected to work together as a team and be supportive of each other in the workplace.

Staff meetings are appropriate times to raise matters of interest or concern to other staff. The Co-ordinator will arrange for staff contributions to be placed on the meeting Agenda.

Staff are expected to read minutes of staff meetings and to take notice of changes to Centre policy and procedures.

Staff are to read the daily communication book prior to the commencement of each roster.

Staff will familiarise themselves with the content of all notices displayed around the centre.

A staff member with concerns about the work practices or standards of another staff member will firstly approach that staff member to discuss the matter. If the matter remains unresolved, then the grievance procedures will be followed.

Staff should not unnecessarily involve parents or other staff member in their matters of grievance or complaint.

DATE ENDORSED\_30/03/2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE FOR REVIEW AND EVALUATION\_30/03/2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Supervision of Children

**POLICY STATEMENT:**

*Our Service* believes that the supervision of children in our care is of paramount importance and that we all have a responsibility to protect the health and safety of each individual at all times. Children need safe and secure environments in which to thrive. Effective supervision is integral to creating environments that are safe and responsive to the needs of all children. Part of this is ensuring that children are protected from hazards or harm that may arise from their play and daily routines. Effective supervision also allows educators to engage in meaningful interactions with children. Our service is committed to:

* Complying with the Education and Care Services National Law and Regulations at all times.
* Ensuring that children are supervised at all times;
* Considering the design and arrangement of children’s environments to support active supervision;
* Using supervision skills to reduce or prevent injury or incident to children and adults;
* Guiding educators to make decisions about when children’s play needs to be interrupted and redirected;
* Supporting educators and their supervision strategies;
* Providing consistent supervision strategies when there are staffing changes; and
* Acknowledging and understanding when supervision is required for high-risk experiences and/or the ratio of adults to children is increased.
* (National Quality Standard 2.2, Element 2.2.1)

**PROCEDURES:**

* **Planning for Supervision**
* Ratios:

1. In accordance with the Education and Care Services National Law and Regulations, the service will ensure that the prescribed ratio of 1 educator for every 15 children is adhered to at all times the service is educating and caring for children. This ratio will reduce to 1 educator for every 8 children when on an excursion outside of the service premises.
2. Ratios will take into account the number of Educators (their level of skill and experience) the types of activities children are involved in… Positioning and supervision of children will vary at different times during the session. Educators will be aware of activities, which are of higher risk.e.g outdoor play vs. indoor craft activity…. Educators will constantly discuss and move to where higher risk activities are taking place… This could mean a 1 adult to 20 children for a low risk craft activity and a 1:10 ratio for tree climbing or fire play… however the overall ratio remain at 1:15 across the service.

* **Supervision Zoning:**

1. Zoning areas of the service helps educators to better supervise children when they are accessing various locations such as indoor, outdoor, sporting fields, toilets etc. The service will ensure a zoned map is on display that shows educators the area they are primarily responsible for supervising. A marker within each zone on the map will demonstrate the most effective vantage point for effective supervision. This will be a location that allows for the educator to see and/or hear the children accessing that zone and acts as a guide only. Educators will move throughout the zone freely and not remain fixed unless the level of supervision required them to be.
2. All educators will be involved in the preparation of the zone map and will physically walk the areas to determine where the most effective zones and vantage points are located.
3. Each zone will have different duties required of the educators supervising them. The service will ensure each zone has a documented list of the expected duties required in each zone. When creating these duty lists, the Coordinator will take into account the number of children who may access that zone, the activities that will be happening, possible risk factors and hazards and visibility. For example, it would be unreasonable to expect a sole educator supervising a school oval with 15 children on it to also be responsible for children as they walk between the oval and the indoor facility unless there is a clear view of their walking path. If the path is obstructed, it may be necessary to have a staff member positioned somewhere between the two locations. This would be described in that zones duty list. A strategy for children accessing toilet facilities will be included in the services zoning plans and duty list.

* **Rosters:**

1. To ensure there are a sufficient number of educators to meet ratios each time children are being educated and cared for, the service will ensure a roster is completed and made available for educators to review. When creating a roster, the Coordinator will take the number of expected children enrolled into consideration.
2. As well as a shift roster, the service will also assign educators a zone in accordance with the zone map described above. Educators will rotate their assigned zones each shift so that they are familiar with the supervision requirements in each zone and also to build relationships with all of the children as they move around the service.

* **Team Approach:**
* Each educator comes to the service with their own beliefs and values. With this also comes their understanding and interpretation of how and why certain things are done. It is important to ensure that the service has a team approach when it comes to the way supervision is performed and why it is so critical to their work. The service will regularly discuss supervision practices at meetings and explore each educator’s definition of what supervision means to them and what that looks like in action. For all children to be safely supervised there must be an agreement on how supervision is undertaken.
* **Minimising Risk**
* **Risk Assessments:**
* Each supervision zone of the service comes with its own unique risks and hazards. To minimise the possibility of children, educators or visitors being harmed anywhere in the service it may be necessary for certain zones to have a risk assessment completed and documented. This will assist educators in being able to focus on supervising and interacting with children rather than dealing with hazard reduction during key supervision times.
* The service will ensure that any area deemed ‘high risk”, based on the volume of children accessing it, the activities that happen in that zone or the number of ‘near misses’ that have occurred there, will have a designated risk assessment and accompanying management plan or strategy. This may be included as part of the service’s daily indoor/outdoor safety check.
* Access:
* Educators will ensure that children are unable to/understand not to access unsupervised areas of the service and that potentially hazardous items are kept out of areas that children have access to in accordance with service safety procedures.

1. **The Principles of Active Supervision**

* Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, any equipment children are using, the weather conditions, the time of day, managing small and large groups of children, transitions and many more factors.

It is crucial that educators are aware of the different ages, personalities, behaviours, needs, abilities and characteristics of the children in their care. How children interact, communicate and play with one another is dependent on the educators building relationships with children to learn about who they are, how they react in certain situations and discover their interests. These are vital skills to develop as they assist educators to predict children’s play patterns, which affects how educators plan and establish environments and coordinate supervision strategies to maximise children’s safety and ability to play free from harm or injury.

* ***Knowledge***:
* Understanding each child’s abilities and skill level by developing meaningful relationships with all children and engaging in their play.
* Using clear and simple rules and boundaries that are developed with and known to all children and consistently applied by educators and enforcing strategies for when children do have to move out of play areas such as buddy systems for toilet access etc.
* Checking the environment for hazards and risks prior to children accessing it and also during supervision and ensuring the setting up of the environment supports active supervision practices.
* ***Vigilance:***
* Educators positioning themselves in strategic positions where they can see and hear children.
* Educators scanning constantly with both sight and hearing for any hazards or issues, which may pose a risk to children’s health, well-being or safety.
* Circulating the play areas where children are situated.
* ***Empowerment:***
* Teach children how to appropriately and safely use equipment and access play areas and take some responsibility for their actions.
* Support children to determine safe and unsafe practices.
* Encourage children’s confidence in reminding their peers about safe practices and to alert an educator if there is a problem.

**Important:**

Single staff model services, where the staff member or carer is alone with children for the majority or all of the time, will need to modify their strategies to supervise children because they are unable to rely upon colleagues to assist them. This may involve strategies such as having the group of children all indoors or all outdoors at any given time depending on the visibility available, giving older children more responsibilities in assisting younger children and notifying families that discussions may need to wait until other times if the distraction could put children at risk of harm. Single staff model services obviously still need to consider the safety of children to be paramount at all times, however Management in these cases also need to recognise the difficulties faced for those educators who are working alone and ensure they provide adequate support and information for educators to maintain their supervision standards.

**Supervision Outside of the Service**

* Transporting children to and from the service:
* There are obvious hazards that can be identified when children are outside of the service environment. Such times may include excursions, when children are collected and dropped off at school and when moving between the service and extra curricular activities. Educators will discuss and document the potential hazards and risks associated with the transportation of children whether it is via walking, buses or other modes. A documented risk assessment will be available if the activities of children during these transitions are deemed high risk.
* Educators will ensure that children are supervised at all times whilst under the care of the service but outside of the service grounds and that any activities and play children undertake during these times is appropriate to the environment they are in and free from potential hazards where possible.
* Educators will ensure they are familiar with the procedures for locating a missing child who has not arrived at their expected collection point.
* Educators will ensure that children using public bathroom facilities will be accompanied where possible and that head counts and role calls occur regularly.

1. **Partnerships with Children**

* Our service involves children in all aspects of the services daily operations including the rules and boundaries that guide their behaviour. Children are offered opportunities to develop their own rules and boundaries in partnership with educators, which then allow them to better understand the reason for limits and acknowledge the consequences when these are not adhered to.
* The age of children in our service range greatly, which reflects various levels of play behaviour. Educators will assess each play scenario in accordance with children’s development and adapt supervision strategies to meet individual needs. For example, younger children may require more active supervision than older children do or if children are doing an activity that poses a greater risk, which will affect the level and type of supervision given to that area.
* Educators respect all children’s rights to privacy and allow them the space to be independent but particularly children in older age groups. Educators will develop supervision strategies that monitor but also allow older children to self-manage their play and limit setting.
* Educator’s supervision levels will add to and enrich the play of children and only disrupt activities it if there is a need due to hazard and risk identification.
* Educators will engage in play with children and interact with them in accordance with our services values and beliefs whilst also supervising. This helps to build meaningful relationships and helps to minimise challenging behaviours.

**CONSIDERATIONS:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Links to other service policies** | **Other documentation/**  **evidence** |
| S51, 165, 166, 167, 170, 171  R 82, 83, 99, 100, 101, 102, 115, 123, 155, 168  176 | Standard 2.2  Element 2.2.1 | * Excursion, Child Protection, Delivery and Collection of Children, Incident, Illness, Injury and Trauma, Interactions with Children, Providing a Child Safe Environment, Risk Assessment, Staffing and Water Policies. | * My Time, Our Place. * Service newsletters/ * parent notices * Zone Maps and duty lists * Attendance records * Safety checks * Risk assessments |

**ENDORSEMENT BY THE SERVICE:**

### Interactions with Children

POLICY STATEMENT:

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

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

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

### PROCEDURES:

1. **The educators will:**

* Maintain a positive attitude in all interactions with children.
* Listen carefully to children’s experiences and perspectives and show interest in their ideas and perspectives.
* Respect children as individuals and encourage each child to voice their opinions, concerns and ideas in a supportive forum that is free from stigmatism.
* Support children in feeling confident in the environment by never using strategies such as shouting, threats of corporal punishment or the refusal of food or other basic needs. Educators will always treat children with respect, courtesy and understanding.
* Treat children equally regardless of race, cultural background, religion, sex or ability and ensure interactions between children and educators exhibit this.
* Sensitively manage children who are having difficulty conveying their message or managing their emotions.
* Ensure children understand what is being communicated to them during interactions and allow them time to question or respond.
* Speak to children at their level and use voice intonations, facial expressions and body language to assist in conveying messages.
* Engage in one on one conversations with all children and develop an understanding of their likes, dislikes and interests.
* Collaborate with children regarding the daily routines and practices within the service including programming of experiences in order to meet their individual needs, interests and abilities.
* Organise environments and spaces that promote small and large group interactions and meaningful play and leisure.
* Collaborate with children to develop a set of rules or boundaries to guide their behaviour in the service and discuss clear expectations and consequences of inappropriate behaviours.
* Keep rules simple and only have a small number of concise rules that children understand, focusing on appreciating and caring for each other and the environment. All staff, families and children will be made aware of the rules and the expected consequences. The rules will be clearly displayed.
* Ensure that all educators enforce the rules and consequences consistently at all times. Consequences will be relevant to the situation and never demeaning.
* Follow up all issues that arise by discussing the situation with the child and strategising for better solutions in future issues.
* Collaborate with family members and schools regarding appropriate behaviour management practices to ensure there is a consistent approach.
* Access professional development and resources related to positive behaviour management and include this in professional development planning.
* Act as a positive role model for appropriate and expected behaviours in the service being mindful of respectful language and tone.
* Encourage and reward acceptable behaviour by giving praise and positive feedback to children as often as possible.
* Focus on the behaviours being displayed and not the child displaying them.
* Assist children in developing self-discipline skills and regulating their own behaviours by using simple conflict resolution skills, building self-reliance and self-esteem, role modelling and positive direction.
* Provide children with opportunities to interact and develop respectful and positive relationships with each other, educators and visitors to the service.
* Ensure that appropriate physical contact is maintained in regards to comforting children, application of first aid, safety provisions such as holding hands and maintaining respectful bodily space.
* Identify when interactions with a child are not appropriate and refer to the services ‘Providing a Child Safe Environment’ policy to address these concerns.
* Maintain defined boundaries in regards to appropriate behaviour with children and engagement with their families.

1. **The children will:**

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

CONSIDERATIONS:

|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Care Services National Law & Regulations** | **National Quality Standards & Elements** | **Links to other Service Policies** | **Other Documentation/**  **Evidence** |
| S168  R73, 74, 75, 76, 155, 156, 168, 274 (a) | Standards 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 5.1, 5.2, 6.2, 7.1  Elements 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 2.1.1, 3.2.1, 4.1.2, 5.1.1, 5.1.2, 5.2.1, 5.2.2, 6.2.1, 6.2.2, 7.1.1 | * Providing a Child Safe Environment policy * Behaviour Guidance policy * Inclusion Policy | * My Time, Our Place. * Parent Handbook * Staff Handbook * Programming and Evaluations |

ENDORSEMENT BY THE SERVICE:

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| **Approval date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for Review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# Behaviour Guidance

POLICY STATEMENT:

*Our service* believes that children have the right to feel physically and psychologically safe. We aim to provide an environment where all children and educators feel safe, cared for and relaxed and which encourages cooperation and positive interactions between all persons (My Time, Our Place Outcome 1).

This behaviour management policy is based on guidance, redirection and positive reinforcement. Educators will aim to guide rather than control the behaviour of the children in our care.

Basic guidelines will be established based regarding safety, respect for others, routines and cleanliness and will be communicated to all families, children and educators along with consequences for inappropriate behaviour. The service recognises the importance of children’s input into developing the basic rules and helping to determine appropriate consequences for inappropriate behaviour (My Time, Our Place Outcome 2). Our service promotes a positive approach to managing the behaviour of all children. Children will be encouraged to problem solve and manage their frustrations where appropriate. This can be achieved by exploring possible solutions, and helping children understand and deal with their emotions. This will depend on the child’s age and level of development (My Time, Our Place Outcome 3).

The service will ensure no child being cared and educated for by the service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances.

The service will ensure that every reasonable precaution is taken to protect children being cared for or educated by the service from harm and any hazard likely to cause injury.

PROCEDURES:

## a) Guidelines

* Educators will ensure that expectations relating to children’s behaviour are clear and consequences for inappropriate behaviour are consistently applied.
* Educators will act as a positive role model for acceptable behaviour and encourage and reward acceptable behaviour.
* Educators will have access to training and support in positive approaches to behaviour management. This will be made available as part of the training budget.
* Whilst at the service, we expect that the children will comply with the following basic rules:
* Respect each other
* Respect other people's property and that of the service
* Accept and respect individual needs and differences
* Clean up after activities
* Be polite to educators and to each other
* Follow the instructions from educators
* Play only in the allocated areas as directed by educators and not enter areas that educators have designated as “out of bounds” until the authorised person collecting them has signed them out
* Not bully or engage in any form of aggressive behaviour
* Use appropriate language at all times.

## b) Guiding Children’s Behaviour:

* Steps that educators take towards establishing good behaviour management include:
* Establishing positive relationships, which are the foundation for building children’s self-respect, self- worth and feelings of security
* Observing children to identify triggers for challenging behaviours. Paying attention to the child’s developmental level and any program issues that may be impacting on the behaviour
* Using positive approaches to behaviour guidance. Some of these include positive acknowledgment, redirection, giving explanations, encouragement, giving help, collaborating to solve problems and helping children to understand the consequences and impact of their behaviour
* Supporting children by providing acceptable alternative behaviours when challenging behaviour occurs
* Ensuring limits are consistent, carried out in a calm, firm manner, followed through and that children are helped to behave within the limits
* Involving the family and the child in appropriate ways in addressing challenging behaviour
* Using other professionals when necessary to help with behaviour guidance, for example, the Inclusion Support Facilitator (ISF)
* Identifying children’s strengths and building on them
* Seeking support from other educators and management.

## c) Correction Steps:

* When a child’s behaviour is deemed inappropriate or if a child’s behaviour is intrusive to another person’s enjoyment, then educators will actively intervene and take steps to attempt to resolve the situation.
* Inappropriate behaviour can include bullying, being uncooperative, not listening to reasonable requests from educators, or consistently disregarding the basic rules. In these instances, the following steps will be taken:
* The educator will explain to the child that this type of behaviour is inappropriate.
* The educator will re-direct the child to a different activity within the room (or outdoors).
* If aggressive or inappropriate behaviour continues, the child will sit away from the group in a supervised area to calm down and think about their actions. After a short period of time, the educator will have a discussion with the child with respect to their actions, and then the child will return to play.
* A discussion will be held with the child’s family when the child is collected.

## d) Persistent inappropriate behaviour:

* If inappropriate behaviour continues over a period of time, a meeting between educators, nominated supervisor, child and family will be arranged. The meeting agenda will cover:
* Alternative approaches to behaviour guidance
* The child's life outside the service
* Any problems that may be causing the behaviour
* A mutual strategy for improving behaviour will be discussed and closely monitored by educators, the nominated supervisor and the child’s family. Should it be necessary, and with the consent of the family, advice and assistance will be sought from relevant external specialists to address the matter.
* In extreme cases, to protect other children and educators, the service reserves the right to exclude the child from the service; this may be a temporary or permanent measure. Exclusion will only be considered after:
* The child’s family has been notified and given the opportunity to discuss their child’s behaviour
* Educators, Nominated Supervisor and Approved Provider have given careful consideration to the problem.
* Adequate support and counselling is sought (if necessary)
* Clear procedures have been established for the child to return to the service.

CONSIDERATIONS:

|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Care Services National Law and Regulations** | **National Quality Standards and Elements** | **Other Service policies/documentation** | **Other** |
| S167  R73, 74, 76, 155, 156, 157,168, 274(a) | Standards 1.1, 2.2, 5.1, 5.2, 6.2  Elements 1.1.2, 2.2.3, 5.1.1, 5.1.2, 5.2.2, 6.2.2 | * Confidentiality * Enrolment & Orientation * Providing a Child Safe Environment * Interactions with Children * Management of Incident, Injury and Trauma * Child Protection | * Service Programs and evaluations * UN Convention on the Rights of the Child * My Time, Our Place. * Incident reports * Rewards systems if used |

ENDORSEMENT BY THE SERVICE:

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| **Approval date: 23/05/2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date for review: 23/05/2019 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# CONTINUITY OF EDUCATION AND CARE POLICY

**NQS**

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| --- | --- | --- |
| QA6 | 6.3.2 | Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. |
| QA7 | 7.1.3 | Every effort is made to promote continuity of educators and co-ordinators at the service. |

**MTOP**

|  |  |
| --- | --- |
| LO1 | Children feel safe, secure, and supported |

**Aim**

We aim to ensure continuity of education and care during transitions and routines, so that each child has the opportunity to feel safe, secure and supported and can engage in rich learning and development experiences.

**Related Policies**Additional Needs Policy

Educator and Management Policy

Relationships with Children Policy

Rest, Relaxation and Clothing

Staffing Arrangements Policy

**Implementation**To support effective continuity of education and care between settings, the Nominated Supervisor will:

* ensure casual or relief educators, volunteers and work experience students complete an induction process similar to that for permanent staff (see Educator and Management Policy) so they can become familiar with:
  + the service environment, staff and needs of children
  + and receive copies or access to service policies and procedures, relevant legislation, Staff Handbook, Code of Conduct, Service philosophy and their position description.
* Draw on the same casual staff and volunteers, and on the same day each week where possible, so they can develop positive and meaningful relationships with the children and their families.
* Implement rosters and staffing arrangements which provide children and families with familiar educators with whom they can develop supportive and trusting relationships during their time at the Service.
* Inform families and children of any changes to staffing before they occur where possible. Notification may be via the Service newsletter, email, and note or on the Service noticeboard.
* Encourage casual educators, volunteers and work experience students, as well as permanent staff, to display a photo of themselves with an introductory paragraph to help children and their families identify and get to know them.
* Regularly remind educators about the importance of maintaining continuity of education and care practices between settings, for example between the home and service setting.
* Ensure where possible that routines and transitions have the flexibility to accommodate each child’s needs.

Educators will:

* Communicate with each other during the day about the children’s experiences and information shared by families, especially where they are rostered on different shifts. This may be verbal or through the use of a room diary, and will include information on the attendance or non-attendance of children at the service.
* Supervise children when transitioning to and from the service, for example to and from excursions and arriving and leaving the Service.
* Provide responsive, one- on- one support to children who return to the service after an absence (eg by considering groupings and groups sizes and using family information about the child’s absence to inform the curriculum).
* Support children during transitions between settings (eg through open, meaningful interactions and communication, comfort and positive behavior guidance).
* Tell children what is happening next and when.
* allow children to use familiar and favourite items if appropriate.
* meet each child’s individual needs where possible during transitions and routines.
* encourage families to share information about their child’s strengths, interests and needs through direct conversations (eg daily on arrival and departure) or written requests (eg through our Family Input ‘What You Did on the Weekend Sheets’).
* support children with additional needs in their transition to and from specialist services.

**Sources  
Education and Care Services National Regulations 2011  
National Quality Standard  
My Time Our Place**

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DATE FOR REVIEW AND EVALUATION\_30/03/2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# POLICY DEVELOPMENT AND REVIEW

**POLICY STATEMENT**

We will provide effective Management and a quality service through the ongoing development and review of policies, which are required to run the service efficiently.

Management will ensure that all individuals are aware of relevant policies and have free access to the policy booklet.

**CONSIDERATIONS**

Regulation 168 (2)(1)

National Quality standard 7.3

**PROCEDURE**

Management will ensure the development of all required policies under the National Standards and the OSHCQA system of accreditation.

Other policies are to be developed as deemed necessary by the Management.

This will be based on the following criteria:

* An issue or problem arises that is not addressed in a current policy.
* A current policy is not meeting the current need.
* Daily operations of the Centre are unclear to staff, parents or Management.
* Staff, parents or Management are unsure what to do in a certain situation.
* There have been changes due to outside influences.

All policies must reflect the current philosophy of the Centre.

Policies will be recorded in a binded folder with the date of endorsement and date of review. This booklet is to be kept on the front desk and in the staff area and made available to those who wish to see it.

Management will ensure that any new Management members, staff and families entering the service are made aware of the policy booklet and any specific policies relevant to them.

Any persons involved in the Centre are to feel welcome to make suggestions and discuss any concerns they may have regarding current policies. Parents and staff will be informed of this policy on enrolment/employment and through the Centre’s information booklet.

Staff and parents and any other relevant persons will be encouraged to have input into the development, review or changes to any policies and where appropriate be involved in the development of these policies.

All new policies, or changes to existing policies will be reviewed in the time frame of 6 operating weeks.

All other policies will be reviewed within an 18 month period and more frequently if the need arises or there are changes to legislation or recognized best practice.

The review of policies will be based on the following criteria:

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

Any changes to existing policies will be circulated immediately to all involved in the service through individual notes, notice boards, personal contact and if felt necessary through a group meeting. The date the changes will become effective will be noted.

All changes are to be recorded in the policy booklet with the date of endorsement and review.

As an ongoing practice specific policies may be mentioned again through notice boards, letters or personal contact to highlight any relevant issues. This may be required if there is a recurrent problem arising or to highlight any specific current issues in the running of the Centre.

DATE ENDORSED\_30/03/2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE FOR REVIEW AND EVALUATION\_30/03/2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Boyd, D. M. and Ellison, Nicole B. *Social Network Sites: Definition, History, and Scholarship*, Journal of Computer-Mediated Communication, 13 (2008), p211, International Communication Association. 210–230. [↑](#footnote-ref-1)