



anooshca

Annandale North Out Of School
Hours Care Association

Policies & Procedures

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ANOOSHCA PHILOSOPHICAL BELIEF

At ANOOSHCA we believe in creating a child-focused environment that is fun, supportive, happy, stimulating, and challenging, a place we all feel welcome. We encourage children to take reasonable risks in play to support healthy development, build confidence, and to enable them to develop the skills to be self-aware and assess situations for themselves. Children are warmly encouraged to “give it a go”; however, there is an understanding that some children require more time to build the confidence to do so and this is also supported by ANOOSHCA educators.

We respect, accept, and value all our families and children as individuals and therefore strive to support and nurture the needs and development of each and every child.

Each stage of middle childhood is seen as unique, and this is reflected in the program whereby children have areas they can socialise/relax with peers their own age and participate in activities planned specifically for them or they can access other areas enabling them the choice to come together with the broader community/peer group.

A child's world can sometimes be a busy one - ANOOSHCA feels strongly about providing opportunities for children to be able to slow down, relax, and reflect. Nature-based play or activities that connect our children to nature and the environment encourages mindfulness and provides opportunities to “take it back to basics” and foster appreciation for what we have and respect for the world in which we live.

There is a strong emphasis placed on celebrating the diversity of our world and fostering acceptance, respect, and harmony within our community, and raising awareness of issues, including environmental and social awareness, that will assist children to care for our planet and each other and become great citizens of the world.

Children are encouraged to express themselves and direct their experiences while being supported to take responsibility for their actions, words, and decisions. There is an understanding that children come from a variety of backgrounds and there may be differing needs between children in managing behaviour or stressors. ANOOSHCA educators endeavour to encourage compassion, along with developing conflict resolution skills in children by supporting them to recognise these differences and get children working together to resolve issues when they arise.

Although some routines are necessary for predictability and children will be encouraged to participate in structured activities, free play is strongly valued as a way in which children learn and develop, along with providing much-needed downtime after a big school day.

Freedom of choice is respected, in turn fostering self-esteem and independence.

Open communication and positive partnerships with families, educators, children, and the community is seen as essential in providing the best care for children. Both children and family involvement concerning issues relating to them will be actively encouraged as we value knowledge and strategy sharing.

We see childhood as a unique and valuable stage of life where we are committed to providing enriching and happy experiences.

A. ADMINISTRATION & MANAGEMENT

A-1 HOURS OF OPERATION

POLICY STATEMENT

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

CONSIDERATIONS

- National Standards: Section 7
- Funding agreement

PROCEDURE

The centre will operate during government school terms Monday to Friday as follows:

Before School Care: 7:30-9:00am (Years 1-6 students; parents can nominate a departure time of 8:30am, 8:45am, or 9:00am)
7:30-9:00am (Kindergarten students)

After School Care: 3:00-6:00pm

The centre will operate during government school holidays Monday to Friday, between the hours of 8:00am to 6:00pm.

The centre will also open from 8:00am to 6:00pm on designated government school pupil-free days; however, will only open during normal before/after school care hours on teacher strike days (where the strike day is less than 24 hours in duration)

No children are to be left unattended at the centre outside these hours.

Please refer to the 'Drop off and Collection of Children' policy for further information regarding these procedures.

The centre will be closed on designated public holidays and for three weeks over the Christmas/New Year period.

Opening hours will be reviewed periodically to ensure that they meet the needs of the current users.

A-2 SERVICE ACCESS

POLICY STATEMENT

We aim to provide places for school-aged children needing care during their time out of school hours. We will not discriminate against any families needing care. However, priority of access will be determined by the Government guidelines and placement on the waiting list.

CONSIDERATIONS

- Priority of Access guidelines from funding bodies

PROCEDURE

Our centre will be available for children who currently:

- attend ANPS,
- are siblings of ANPS students but are enrolled in another school, in which case they may attend the vacation care service only.
- are children of ANOOSHCA or ANPS employees.

No one will be discriminated against based on his/her cultural background, religion, sex, disability, marital status, or income. The centre will endeavour to meet the needs of the families, including families and children with additional needs, as best as the centre's circumstances allow.

Our service will take children into care on the following basis:

- Priority 1: A child at risk of Abuse or neglect (referrals from relevant government agency/department)
- Priority 2: A child of a sole parent who satisfies, or of two parents (married or legally de facto) who both satisfy, the activity test through paid employment.
 - Existing users, requiring places in sessions that they attended in the previous year,
 - New siblings of existing users,
 - Children of ANOOSHCA or ANPS employees,
 - Other students enrolled at ANPS.
- Priority 3: A child of a single parent who does not satisfy the activity test through paid employment, or of two parents (married or legally de facto) where neither parent satisfies the activity test through paid employment.

Should the service become full, a parent accessing care at ANOOSHCA as priority 3 placement may be asked to vacate the place for a child deemed to be Priority 1 or 2.

Families deemed to be priority 2 may be required to supply documentation to verify that care is required to meet work, study, or training commitments (e.g., letter from employer confirming work schedule, letter from university or training organisation confirming study schedule, copy of contract where a person may be employed on a temporary contract confirming contract start and end date, where self-employed, a statutory declaration confirming usual work hours etc).

PRIORITY CARE CASES

The committee review cases of children requiring care on compassionate grounds on a case-by-case basis.

When the ANOOSHCA Committee receives a priority care request that needs to be assessed on compassionate grounds (i.e., outside the standard waiting list priority guidelines), there must be a procedure in place to ensure the Committee can make a fair and consistent consideration of each priority care request, regardless of the different individual circumstances of that request. The key information that the Committee requires families to provide for consideration includes:

- Overall reason for a compassion request for priority care at the Centre
- Does the family have any alternative care options? e.g., another OOSH service, family members, paid caregivers
- Does the family have any additional family supports? e.g., family/friends available, other community supports

Other factors for the Committee to consider are:

- Has the School Principal requested or recommended the priority of care for this family?
- Is there a risk of adverse impact on the family well-being if they cannot access care with ANOOSHCA?

Given the subjective nature of priority care requests, it is difficult to apply a quantifier for how significant each of these factors should be in the decision-making process. This is especially challenging when you are overlaying compassion on policy, as it is often the combination of factors that paints the full picture. Therefore, by having a minimum baseline for information required for decision making, it is possible for the Committee to be equitable by considering the same set of factors for everyone.

CHANGE IN CIRCUMSTANCES WHILST WAITLISTED

Should a person's circumstances change whilst they are waitlisted for care and the change would result in an alteration in their 'main' priority classification (that is, priority 1, 2, or 3), they are required to notify ANOOSHCA of the change so that their place on the waitlist may be adjusted accordingly. Relevant documentation may be required where such change would result in the family being placed higher on the waitlist.

Any parent who intentionally provides false or misleading information may have their places at ANOOSHCA suspended or terminated by the Management Committee. ANOOSHCA may request appropriate documentation as evidence of Priority of Access. Failure to produce such documents will result in the nominated priority being disregarded.

A-3 ENROLMENT

POLICY STATEMENT

We aim to provide an efficient enrolment procedure that is clear and understandable to all in the local community. We will ensure the confidentiality of our families through provision of secure recording and storing procedures.

CONSIDERATIONS

- Education and Care Services National Regulations 158, 159, 160, 161, 162, 168, 177, 183
- National Standards: Sections 6.1, 7.3
- Family Law Act
- Laws related to privacy

PROCEDURE

An up-to-date enrolment form must be fully completed for each child via the My Family Lounge electronic platform before the child can attend the centre. The coordinator will go through the forms and will address any concerns with parents to ensure all the details have been completed. When a parent is having difficulty in completing the form, an enrolment interview should be conducted and if necessary organised in the parent's first language. Parents/guardians must ensure the enrolment form contains all relevant details relating to personal, medical, and custodial details for each child, parent or guardian and emergency contacts, along with any special requirements relating to that child. If a child is subject to an access order or agreement, the service must have a copy on record plus any subsequent alteration registered by the court. Evidence of court orders or agreements will be considered part of the enrolment to minimise the likelihood of distressing situations occurring in the future.

All enrolment forms are to be kept in a safe location in the office and kept confidential from all but the approved persons who enrolled the child, relevant staff, management, and Commonwealth and/or State Department Officers.

Enrolment forms are to be amended when there are changes to the family's circumstances. It is the responsibility of parents/guardians to inform the coordinator of changes that may occur. Depending on availability of care, children may be enrolled at any time throughout the year. Parents may also place their child on the waiting list for the current or upcoming year if they do not require care immediately. Care will be determined by availability and priority of access guidelines.

WAITLISTING

Where the centre is oversubscribed, a waitlist will be developed.

Children not already attending ANPS can be placed on the waitlist a maximum of 12 months prior to commencing at ANPS. Where a child is waitlisted prior to commencing Kindergarten, but defers commencing school, the parent has an obligation to notify the service of the deferral so the waitlist can be adjusted accordingly. Failure to provide such notice may result in the child's place on the waitlist being cancelled.

Students who have already commenced attending school can be placed on the waitlist at any time.

Placement from the waiting list is determined by siblings of children already in care, priority of access guidelines (see Service Access policy), and date of placement on the waiting list.

A-4 FEES

POLICY STATEMENT

Our service sets fees in accordance with its annual budget 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.

CONSIDERATIONS

- Education and Care Services National Regulations: 168, 172, 173
- National Quality Standard: Standard 7.3
- Other service policies/documentation: Enrolment form, Enrolment and Orientation Policy, Delivery and Collection of Children Policy, Confidentiality Policy, Governance and Management Policy
- Other: Child Care Management System

PROCEDURE

PAYMENT OF FEES

Fees are to be paid by direct debit. ANOOSHCA uses the services of DebitSuccess to ensure accurate accounting for the benefit of all families. Families have the option of payment by VISA, Mastercard, or AMEX (service charges apply), or by a nominated bank account (no service fees payable). All families are required to return a DebitSuccess direct debit authority form on enrolment via My Family Lounge.

FAILED PAYMENTS

In the event that your account has insufficient funds available to pay fees, a failed fee payment is payable to DebitSuccess.

Parents are encouraged to discuss any difficulties they have in paying fees with the coordinator or administrator, to agree on a suitable arrangement for payment of fees and to discuss other avenues for financial support when required.

- 1st failed payment: DebitSuccess will notify the service if insufficient funds were available, or a payment could not be processed. The service will notify the family so that arrangements can be made for a second attempt to retrieve funds.
- 2nd failed payment: The service will approach the family to discuss alternative fee payment options. If no arrangement can be reached care will be cancelled.

DEBT RECOVERY

The Approved Provider reserves the right to take action to recover debts owing to the service. This can include the engagement of debt collectors to recover the monies owed.

Where a family owes any overdue fees to the service, 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:

- An initial email stating fees are overdue will be sent seven days after the fees due date, giving ten working days for payment.
- If payment is not received, families will be invited, by telephone, to attend a meeting with the Nominated Supervisor and Treasurer within seven days to discuss a payment plan
- Failure to attend the meeting and continued non-payment for a period of five working days will result in a second and final letter notifying the family that unless payment is made within five working days, or a payment plan entered, the child will be unable to attend the service.
- If a signed payment plan is not adhered to, a follow-up process will commence at point 2.
- 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.

MEMBERSHIP FEE

The service is an Incorporated Association and as such, families enrolling their child in the service 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 the service and may be nominated (with consent) for a position on the Management Committee at the Annual General Meeting.

A membership fee is payable on an annual basis.

EARLY DROP OFF / LATE COLLECTION FEE

Staff are unable to accept children in the service outside of the service's operating hours (see section A-1 'Hours of Operation'). Late fees are charged at \$10 per 15-minute block. This applies to children dropped to before care prior to 7:30am, or before 8:00am on vacation care days, and/or collected from after care or vacation care after 6:00pm. The late fee will automatically be added to the parent's account. The Early Drop Off and/or Late Pick Up time will be determined by the time recorded via the electronic sign in/out platform ('Kiosk').

The hours and days of operation of the service will be displayed prominently within the service.

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 jeopardise their child's place at the service. Should this be the case, the Nominated Supervisor will meet with the family to discuss this.

NON-NOTIFICATION FEE

A non-notification fee will be charged where the centre is not informed by a parent/guardian via My Family Lounge that a child will be absent from a booked session prior to that session's commencement.

PARENT ENTITLEMENTS FOR FEE ASSISTANCE

Some 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 complete a Child Care Subsidy Assessment via their MyGov account.

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 the service's Enrolment Form in full.

Families wishing to cancel their child's place at the service are required to provide two (2) weeks written notice to the Nominated Supervisor, or they are liable to pay the equivalent of two weeks childcare fees to the service.

ABSENCES

Fees are payable for family holidays and sick days if those days fall on a day that a child is booked into the service. Fees will be charged at half the regular rate for family vacations where a minimum of two weeks' written notice is provided, and the child will be absent from school for a minimum of five consecutive school days.

Where a child is absent from before and/or after school care due to attendance at an ANPS School Camp or ANPS Band Camp, half the regular rate will be charged where a parent/caregiver has notified the service (prior to commencement of the school camp or band camp) that their child/ren will be attending such camps.

The service will provide families with information about approved and allowable absences and will adhere to the Child Care Subsidy System (CCSS) in relation to absences.

SUSPENSION OF BOOKINGS

Suspension of bookings without charge is not generally permitted by the service. However, in exceptional circumstances (including but not limited to redundancy, chronic illness of yourself or immediate family member, or parental leave), the committee may agree to suspend a family's bookings without charge. Request for suspensions need to be in writing and will be considered by the management committee for review and decision. The minimum length of time that a booking may be suspended without charge is *remainder of the term in which the request is made*; the maximum length of time that a booking may be suspended without charge is the remainder of the term in which the request is made *plus the following term*.

- Example: a request is made in term 1, week 4 to suspend without charge due to redundancy. The booking will be suspended at least to the end of term 1, with the option to suspend for the *whole* of term 2 (no partial term suspension permitted). Bookings will be reinstated in term 3 or the family have the option to surrender the spots permanently. If surrendered, the positions will be offered to the next waitlisted family.

Where a family no longer require care in order to meet work, study or training activities and a waitlist of families who meet these criteria exists, the relevant spots must be

surrendered. There is no option to 'hold' the spots by paying full fee until such time as the family may require them again.

- Example: a family have care on Monday and Tuesday afternoons, as well as Wednesday morning and afternoon. The family's work circumstances change so that care on Wednesday is no longer required for work purposes; the Wednesday before and after school care spots must be surrendered, but the Monday and Tuesday afternoon spots continue to enable the family to meet their work commitments.

SERVICE CLOSURE

No fee is charged while the service is closed over the Christmas/New Year period.

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 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).

A-5 ACCEPTANCE AND REFUSAL OF AUTHORISATIONS

POLICY STATEMENT

ANOOSHCA 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)
- Enabling a child to self-administer medication (Regulation 96)
- 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)
- Transportation of children (Regulation 102D)
- Authorisation from families will also be required if:
 - A child is leaving the service to attend an extra-curricular activity away from the service, for example, attending a sporting activity, dance, drama, etc. that is run by a provider other than ANOOSHCA.
- Children are leaving the service to make their own way home.

CONSIDERATIONS

- Education and Care Services National Regulations: 93, 94, 99, 102, 157, 158, 161
- National Quality Standard: Standard 2.3 and 7.3
- Other service policies/documentation: Parent Handbook, Staff Handbook, Enrolment and Orientation Policy, Administration of Medication Policy

PROCEDURE

The Nominated Supervisor, or the person in day-to-day charge of the service, 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 (or email from the parent)
- The approximate time the child will return to the service if the child is leaving the service to attend an extra-curricular activity and the time they will return to the service (if applicable)

The service will:

- 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 the service to attend any extra-curricular activity until authorisation is obtained.
- Ensure that children are not permitted to sign themselves out or leave the service without an authorised adult, unless written authorisation has been given or permission sort.
- Obtain written authorisation, if a person other than the parents/guardian or other nominated person is collecting 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 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. The service 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.

A-6 REFUSAL OF AUTHORISATIONS

POLICY STATEMENT

ANOOSHCA 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.

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- Children being taken on excursions (Regulation 102)
- Access to personal records (Regulation 181)
- Transportation of children (Regulation 102D)
- Authorisation from families will also be required if:
 - A child is leaving the service to attend an extra-curricular activity away from the service, for example, attending a sporting activity, dance, drama, etc. that is run by a provider other than ANOOSHCA.
- Children are leaving the service to make their own way home.

CONSIDERATIONS

- Education and Care Services National Regulations: 93, 94, 99, 102, 157, 158, 161
- National Quality Standard: Standard 2.3 and 7.3
- Other service policies/documentation: Parent Handbook, Staff Handbook, Enrolment and Orientation Policy, Administration of Medication Policy

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- 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 (or email from the parent)
- The approximate time the child will return to the service if the child is leaving the service to attend an extra-curricular activity and the time they will return to the service (if applicable)

The service will:

- 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 the service to attend any extra-curricular activity until authorisation is obtained.
- Ensure that children are not permitted to sign themselves out or leave the service without an authorised adult, unless written authorisation has been given or permission sort.
- Obtain written authorisation, if a person other than the parents/guardian or other nominated person is collecting 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 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. The service 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.

A-7 DELIVERY AND COLLECTION OF CHILDREN

POLICY STATEMENT

We aim to provide a procedure for dropping off and picking up children, which is clear and ensures the safety and wellbeing of the children in our care. Parents are required to follow specific communication procedures to ensure we can provide appropriate care of their children.

CONSIDERATIONS

- Education and Care Services National Regulations: 99, 158-161, 168, 176
- National Standards: Sections 2.3, 7.3
- Custodial requirements

PROCEDURE

DROPPING OFF CHILDREN

Children are not to be left at the centre at any time prior to the opening hours of the centre.

On arrival the person bringing the child is responsible to sign the child in via QK Kiosk on the services iPad.

Any points of information, such as any requirements for the day or any changes to who will collect the child need to be communicated to the staff. A notification of change may need to be completed via email.

The person dropping off the child must ensure that a staff member is aware of the child's presence before leaving the centre, and that any special needs are communicated.

Should a child require medication of any kind, parents must fill in and sign the medication form (see Medication Policy).

PICKING UP OF CHILDREN

Children must be collected by the closing time of the centre. Failure to collect the child by 6:00pm will incur a late fee (see Early Drop Off / Late Collection Fee policy).

The authorised person who is collecting the child must sign the child out via QK Kiosk on the services iPad.

The authorised person and children are to ensure that all belongings are collected.

The authorised person must ensure that a staff member is aware that they are taking the child from the centre.

Staff are to be notified if the person collecting the child is to be later than usual. The child will be notified to avoid any anxiety.

If the child is to be collected by anyone different than the name on the enrolment form, parents must have personally informed the staff prior to pick up. This change should be confirmed in writing by email, if possible, and the person picking up the child be asked to bring identification.

The names and contact numbers of all people authorised to collect the child must be included in the enrolment form. Any changes to these must be updated by the parent via My Family Lounge as soon as possible.

The authorised person may be required to give proof of identification to staff if they have not seen them previously.

The centre will not release the child to anyone who is not authorised without prior consent and in line with centre policy.

If there is an emergency and the parent or an authorised person cannot collect the child, the parent must personally phone the centre to let staff know. The parent will be required to indicate who will collect the child, give a description, and ask the person to provide the centre with proof of identity e.g., license or Medicare card.

If the centre has not been notified and someone other than the parent or authorised person comes to collect the child, the centre will phone the parent to get his or her authorisation. The child will not be released from the centre until proper authorisation has been received.

The following conditions are all dependent upon **written permission** (verbal permission cannot be accepted):

- Year 5/6 children may leave the centre by themselves and will be signed out by the responsible person at the time authorised by their parent. During Terms 1 and 4 (Daylight Savings), children are permitted to depart up to 6pm, but during Terms 2 and 3 children departing unaccompanied must leave by 5pm to reach home during daylight hours.
- Kindergarten to Year 4 students are not permitted to depart the centre unaccompanied. However, Kindergarten to Year 4 students may depart the centre with their Year 5 (or older) sibling(s),
- Parents must provide written permission stating the day(s) and time(s) that Year 5/6 and their younger siblings may leave the centre.

Once a child/children depart school grounds, they are no longer under the direct supervision of the centre and will only be permitted to return to the centre during that session if needed for the child's immediate safety i.e., locked out, route home is inaccessible, started to rain, etc. If a family require a child to return to ANOOSHCA regularly after being signed out (i.e. an external workshop or lesson), then the child must be accompanied by a responsible adult/guardian, who signs the child back in, or a phone call is received from a parent at the time of re-entry.

ACCESS BY NON-CUSTODIAL PARENT

If a child is subject to an access order or agreement, the service must have a copy on record plus any subsequent alteration registered by the court.

Evidence of court orders or agreements will be considered part of the enrolment to minimise the likelihood of distressing situations occurring in the future.

When a non-custodial parent attempts to collect a child from the centre the staff will:

- Be polite, firm, and clear and remember your primary duty is to the children in your care.

- Clarify the legal position with the non-custodial parent. For example, staff may say, 'I'm sorry but I'm not legally able to allow the child to leave with you without the permission of the custodial parent.'
- Ask the person politely to leave.
- If they refuse to leave, call the police.

In all cases staff should be immediately aware of any unfamiliar person on the premises and find out what they want as quickly as possible.

A-8 ABSENT AND MISSING CHILDREN

POLICY STATEMENT

We aim to ensure the safety and welfare of the children by ensuring clear communication and co-operation between the centre, families, and the school.

CONSIDERATIONS

National Standards: Section 2.3

PROCEDURE

ABSENT CHILDREN

Parents/guardians are to advise the centre by marking their child as absent via 'My Family Lounge' if their child will be absent on a day that they are booked into care. A non-notification fee will be charged where the centre is not informed by a parent/guardian via My Family Lounge that a child will be absent from a booked session prior to that session's commencement.

If a child cannot be located quickly, they will be deemed to be a 'missing child' – see procedure below.

MISSING CHILDREN

Should a child not present themselves to sign in as expected:

- One staff member will attempt to contact the child's parent to confirm that the child should be attending ANOOSHCA.
- Another staff member will ask the children of their knowledge of where the child might be and approach the school office and ask for information regarding the child's attendance at school.

If the child is unable to be located, a parent cannot be contacted and the child attended school, then a staff member will:

- Inform the school of the missing child.
- Ask them to find out if the teacher is aware of the parent or anyone else collecting the child and assist in the search of the school area.
- Ensure all the other children are well supervised during this time.

If the child is still not found then the staff member will:

- Continue trying to contact the parents and other emergency contacts.
- Arrange for appropriate staffing levels and send a staff member to look in the local area or follow-up on any leads regarding the child going to a friend's home.

If the child remains missing:

- The police and the Department of Communities and Justice are to be contacted and the matter will be reported as a Serious Incident to DEC.

A-9 CONFIDENTIALITY AND MAINTENANCE OF RECORDS

POLICY STATEMENT

We aim to ensure that all appropriate and required records are kept for the specified period. We will protect the privacy and confidentiality of all families, staff, and management of the centre, by ensuring that records and information are kept in a secure place and only disclosed to people who have a legal right to know.

CONSIDERATIONS

- Education and Care Services National Regulations: 29, 74, 87, 92, 145, 149, 151, 158, 160, 180, 183
- National Standards: 4.2, 5.1, 7.3
- Funding Agreement
- Child Care Services Handbook
- Child Care and Protection Act

PROCEDURE

Staff and management will ensure that all required records are recorded, properly maintained, updated, and kept in the nominated secure place.

All records are to be kept confidential and only made available to authorised persons.

All documents relating to children and parents will only be made available to the parent/guardian or approved persons enrolling the child, staff and authorised members of the management committee who require relevant information, or Commonwealth or State Government officers when requested.

All documents relating to staff will only be made available to the individual staff member, the coordinator, and an authorised member of the management or police if required.

All documents relating to fee payment and CCS will only be made available to the parent/guardian or approved persons enrolling the child, staff and authorised members of the management or Commonwealth Government officers.

No member of staff may give information on matters relating to children, to anyone, other than to the parents or guardian enrolling the child when this information has been obtained in the course of employment in the centre.

Exceptions are made:

- For normal information exchange among staff and management for the daily operation of the centre and wellbeing of the staff and children.
- When required to do so in a court of law when subpoenaed.
- When the welfare of the child is at risk the appropriate government agencies may be contacted.

No member of staff may give information on matters relating to staff or management, to anyone except in normal information exchange among staff and management for the daily

operation of the centre and wellbeing of the staff and children, or when required to do so in a court of law.

RECORDS TO BE KEPT

In relation to daily operations:

- Full enrolment forms containing information as required under section 5.3.1 of the National Standards.
- Waiting list (when necessary) indicating date placed on list, care required, and if a sibling of a child already in care.
- Daily records of attendance including a roll taken by the staff and the sign in/out times of arrival and departure.
- Child-specific information of which staff need to be aware to fully cater for the children in their care, this will be shared with staff via Kinderloop.
- Incident, injury, trauma, and illness record containing nature of accident, illness or trauma, who attended the child and what course of action was taken. These records will be kept until the child turns 25.
- Medication form containing parent's requirements and signature, medication used, the date, time and dosage of administration, the person who administered it, and the person who witnessed the administration. These records will be kept until the end of three years after the child's last attendance.
- Excursion approval forms containing written permission forms from the parents.
- Program indicating daily activities in the centre.
- Information posted to Kinderloop containing relevant information such as infectious diseases leaflet, OOSH updates etc.

In relation to fees:

- Fee receipt records containing payment of fees, type of fee, date paid, amount and Child Care Subsidy received will be stored electronically via QikKids.
- Amount owing records indicating fees due, and any outstanding fees, along with procedures undertaken to retrieve outstanding fees.
- Accounting documents all records relating to fees accounting and bank statements are to be kept for a period of five years.

In relation to staff:

- Staff employment details indicating personal details, date of employment, hours of work, position title and job description, resume and references, date for review, and any discipline or grievance procedures.
- Staff wages, holiday, and sick leave entitlements.
- Time and wage records are to be kept for a period of five years.
- Union and superannuation details.
- Occupational Health and Safety details.

In relation to management:

- Management structure, including position titles and duties and current persons holding the positions.
- Minutes of meetings and AGMs.
- Insurance and financial details.

- Insurance documents will be kept for a period of five years.
- Funding and other relevant agreements, such as school/hall usage etc.
- All records are to be kept neat and tidy, updated as required and appropriate information passed on to any new staff or management member.
- All records, which require to be kept for an extended period, will be stored securely in the designated place and shall not be removed without the knowledge of the management and only to those who are legally required to obtain the information.

A-10 POLICY DEVELOPMENT AND REVIEW

POLICY STATEMENT

We aim to 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 staff are aware of relevant policies and all persons have free access to the policy booklet.

CONSIDERATIONS

National Standards: Section 4.1 (Policy)

PROCEDURE

Management will ensure the development of all required policies under the National Standards.

Other policies are to be developed as deemed necessary by 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 along with the centre's philosophy, date of endorsement and date of review and be made available to anyone who wishes to see them.

Management will ensure that any new management members, staff, and families entering the service are made aware of how to access the policy manual 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 six operating weeks.

All other policies will be reviewed on an annual basis and more frequently if the need arises.

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 to all involved via email and/or Kinderloop. The date the changes will become effective will be noted.

All changes are to be recorded in the policy 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.

A-11 PARENT/FAMILY INVOLVEMENT

POLICY STATEMENT

We believe that participation by parents/guardians/approved persons in issues relating to their children is important. We aim to provide a caring and supportive environment where everyone feels welcomed and valued. Involvement of parents will be actively sought, and open communication constantly maintained.

Parents are encouraged to be involved in issues that relate to them and their children, through participation and discussion about all issues relevant to the running of the centre.

CONSIDERATIONS

- National Standards: Section 5.1
- Family Law Act

PROCEDURE

Staff will greet and farewell parents on arrival and departure and communicate with parents in a positive and supportive manner, making the parents feel welcome and valued.

Staff will establish a pattern of exchange of information, communicating to parents about their child or what they did on that day that may be of interest to them.

Staff will accept individual differences in the way parents bring up their children.

Parents will be informed of all relevant issues in the centre through Kinderloop posts, direct contact, notice boards, email, or letters home.

Parents are welcome in the centre and staff will happily explain activities or answer any questions about the centre to them.

Parents need to be aware however of the staff's requirement to supervise the children during the activity sessions. If parents wish to discuss or exchange detailed information about their child or the centre with the coordinator, an appointed time suitable to both will be organised.

Parents are encouraged to become involved in the centre's activities.

We will actively seek this involvement by:

- Keeping them informed and updated on current issues in the centre
- Informing parents of our participation policy through the parent information booklet.
- Inform them of the management structure and how they can be involved.
- Inform them of relevant management decisions.
- Encouraging feedback and input from parents in relation to the program, policies or other issues relating to the centre.
- Encouraging parents to offer skills and knowledge in a variety of ways and to contribute to the diversity of experiences for the children attending the centre.

KINDERLOOP

Kinderloop is a communication app used by ANOOSHCA to inform parents of the service's program and their children's time at ANOOSHCA. It provides a private and fun way for child

care educators to document and share with family through real-time updates. Parents receive updates via the free app or email, in real time. Family members can continue the learning with their children at home creating a continuum of care. Parents will receive an email inviting them to download the app and set up a Kinderloop account.

A-12 MANAGEMENT OF COMPLAINTS

POLICY STATEMENT

The service will maintain a complaints and grievance management system 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 system will be promoted in the parent handbook. We will identify complaints and grievances as opportunities to improve the quality of our service.

CONSIDERATION

- National Regulation: 168
- National Standard 7: Element 7.3.4
- Community Services Complaints, Appeals and Monitoring Act, 1994.

PROCEDURE

The service will support an individual's 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 which an individual thinks is unfair or which makes them unhappy with the service.

All confidential conversations with individuals who have a complaint or grievance will take place in a quiet place away from children, other parents or staff not involved.

If an individual has a complaint or comment about the service, they will be encouraged to talk to the Co-ordinator 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 Chairperson or liaison person of the Management, either in writing or verbally.

The Management will discuss the issue with the Co-ordinator 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 Co-ordinator 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 led to amendments to policies and procedures where required.

The Co-ordinator 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 Co-ordinator 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.

For complaints against any ANOOSHCA staff member in relation to child protection or reportable conduct, please see child protection policy.

A-13 ROLES OF MANAGEMENT

POLICY STATEMENT

We aim to provide a quality centre and will ensure that we operate according to the legal requirements of a managing body. The management will ensure that decisions are made in a proper way, according to the centre's constitution and in the best interests of the service.

CONSIDERATIONS

- Management structure
- Department of Family and Community Services, operational agreements
- NSW Department of Community Services
- Incorporation requirements

PROCEDURE

The management will ensure that the service is managed according to the funding bodies' requirements and that all relevant guidelines, acts, regulations and the constitution are adhered to.

The management structure will be recorded with the duties clearly described.

Members of the committee will consist of parent users and invited community members.

Office bearers will be elected each year at the Annual General Meeting.

All committee members will know the requirements regarding:

- Management structure, roles and duties
- Constitution
- Centre's philosophy and goals
- Policies and procedures
- Funding and operational agreements
- National Standards
- Meetings
- Financial requirements
- Employment responsibilities

A handbook for management will be developed, updated and given to all the management. Existing members are encouraged to give support to new incoming members.

Membership of the management committee will be open to all parents using the service.

Parents will be actively encouraged to participate.

Decisions about the overall operation of the centre will be made at the management committee level. Parents and staff will be kept informed about the committee's membership, meetings and decisions and have opportunities to have input into the management of the service.

The coordinator will attend meetings of management and present a progress report regarding the running of the centre and will provide information to the committee to assist in making decisions.

A staff member may attend a meeting to raise issues on behalf of the staff and to provide feedback to other staff on the committee's decisions.

ROLE OF THE COMMITTEE

The committee is responsible for the ongoing management of the centre. Primarily this involves legal, financial and employment responsibilities.

The responsibility for the day- to -day operations of the centre however is delegated to the coordinator.

The committee meets in accordance with the constitution.

General ongoing tasks of the committee include:

- Ensuring the needs of the parents, children and staff are met.
- Ensuring the smooth daily operation of the centre.
- Communication of relevant issues.
- Publicity and public relations.
- Development and review of policies.
- Planning.
- Financial management and administration.
- Liaison and compliance with funding and licensing bodies.
- Employment, supervision and direction of staff, ensuring appropriate industrial awards are adhered to.
- Continued maintenance and repair of the building and equipment.
- Addressing ongoing issues as they arise.

Nominated management members may gain access to the services records, etc but only in accordance with confidentiality guidelines and when necessary to fulfil their management responsibilities. Confidentiality will be maintained at all levels at all times.

SPECIFIC ROLES OF THE OFFICERS

President

- Facilitate the smooth running of the management committee.
- Set the meeting agenda, which will cover all necessary business.
- See that the meeting is properly convened in accordance with the rules of the organisation.
- Determine if a quorum is present at meetings.
- Chair the meeting, helping to make the meeting enjoyable, efficient, and quick.
- Ensure the agenda is adhered to and that all members have a chance to contribute to the discussion.
- Help the meeting come to agreement.
- When decisions are made, clearly state what the decisions were, who will implement these and ensure this is recorded in the minutes.
- Summarise at the end of every meeting so that individuals have a clear understanding of tasks to be performed and decisions made.
- Close the meeting only after the business at hand has been properly conducted.
- Act as a spokesperson for the committee when necessary.

Vice President

Perform the above duties in the chairperson's absence and to assist the chairperson in performing their tasks.

Secretary

- Keep records of all business to do with the committee, including membership records, correspondence, and minutes.
- Call meetings giving notice as required under the constitution.
- Read and table for the meeting all relevant incoming and outgoing correspondence.
- Deal with this correspondence as decided by the committee.
- Ensure that all correspondence relevant to the staff is forwarded to them as soon as possible.
- Before each meeting, organise the venue and type and distribute the agenda.
- Take the minutes for the meeting.
- After each meeting, copy and distribute the minutes to the members of the committee.
- Ensure the minute book is kept and updated and signed by the Chair at next meeting.

Treasurer

Responsible to oversee the following tasks which may be delegated as appropriate.

- Oversee the financial management of the centre.
- Ensure that true and proper financial records are kept.
- Plan a budget for financial expenditure.
- Pay accounts promptly.
- Keep records of receipts and payments.
- Arrange for the banking of monies as soon as possible.
- Calculate staff wages, pay staff, and maintain wage records.
- Deduct income tax and submitting to the Taxation Department.
- Allocation of petty cash and equipment allowance to the centre.
- Present a written report and Income and Expenditure Statement to the committee meetings.
- Ensure an annual audit is carried out.
- Ensure that all government and funding agreement requirements are carried out.

Some other roles can include:

Assistant Secretary

Take on some of the responsibility of the Secretary's role such as dealing with the correspondence. Perform the Secretary's duties in their absence.

Assistant Treasurer

Take on some of the Treasurer's responsibilities, such as staff payments and petty cash as decided by the Treasurer. Perform the Treasurer's duties in their absence.

Financial Sub Committee

Assist in all the above duties and to ensure that the financial aspects of the committee are properly maintained and in order.

In order to spread the management committee's workload, when possible the following officers should be appointed.

Publicity Officer

- To make statements to the press on behalf of the organisation.
- To publicise the activities of the organisation.
- To arrange for promotion material such as posters, pamphlets, newsletters etc.

Liaison Officer

- To act as the liaison person between the staff, parents, school, the community, and the committee.
- To be a contact person on the committee, for staff if required, e.g., if need to inform them of their absence, issues or problems that they wish to seek the committee's advice on.
- To encourage interaction between staff, parents, and the committee.
- To be on the sub-committee to employ staff for the centre.
- To ensure new staff are oriented to their job.
- To encourage staff to participate in staff training.
- To be involved in staff evaluation and review.
- To ensure that staff and parent handbooks are updated and available.
- To participate in the grievance procedure where necessary.
- To liaise with the Coordinator on the suitability and use of volunteers, work experience or practicum placements.

Fundraising Officer

- To arrange fund-raising activities, either directly or by delegation.
- For co-ordinating and overseeing fundraising efforts.
- To be responsible for ensuring that fund raising money is collected and given to the Treasurer for banking.

Public Officer

The committee should appoint a Public Officer to be responsible for submitting the Annual Returns.

A-14 GOVERNANCE AND MANAGEMENT

POLICY STATEMENT

Our service aims to provide a quality education and care service and will operate 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 (as per Quality Area 7.1.1). There will be 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 is available for inspection at the service at all times (as per Regulation 171).

CONSIDERATIONS

- Education and Care Services National Regulations: 103, 168, 171, 172, 173, 177, 183 to 185
- National Quality Standard: Standard 7.3
- Service policies/documentation: Constitution, Service Philosophy, Quality Improvement Plan, Family Handbook, Staff Handbook, Fee Policy, Confidentiality Policy
- Other: Food Safety Standards, Network Record Keeping Factsheet, Child Care Service Handbook (DET), Work, Health and Safety Act (2011), Child Care Subsidy legislation

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 the staff. 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.
- 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

This policy will encompass the following:

- Philosophy and policies
- Financial management
- Facilities and environment
- Equipment and maintenance
- Review and evaluation of service
- Records management
- Work, Health, and Safety

PHILOSOPHY AND POLICIES

The development and review of the Philosophy and policies will be an ongoing process.

The philosophy 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, parents, and educators. The philosophy will be included in the Quality Improvement Plan for 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. Policies can only be altered by the Approved Provider 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.

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.

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.

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.

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/staff.

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.

CONFIDENTIALITY

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

MAINTENANCE OF RECORDS

Regulation 177 outlines requirements and includes references to records that services must keep. Regulations 183–184 detail 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 staff, 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

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 Subsidy 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.

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

A-15 FINANCIAL MANAGEMENT

POLICY STATEMENT

We aim to provide a quality service that meets the needs of the children by providing them with the resources they need and meet the needs of the parents by providing affordable care.

The committee is responsible for all financial aspects and will ensure that all funding, government legislation and acts are fully followed, and that clear records of all the financial transactions are recorded and stored for the required time in a secure place.

CONSIDERATIONS

- Funding and operational agreements
- Incorporation Act
- Income Tax Assessment Act
- Goods and Services Tax
- Superannuation Act
- Modern Awards

PROCEDURE

The Treasurer will draw up an annual budget in consultation with the Administrator and Coordinator and be approved by management.

The Treasurer will review the budget with the Coordinator or Administrator clearly identifying relevant issues such as allocated petty cash and monies made available for new equipment etc.

Fundraising will be encouraged and supported by the committee but will not be a part of the income required in the budget.

The Treasurer (or as delegated to centre administrator) will report on the progress of the financial state at the committee meetings. This information will be available to members of the association.

New management members will be provided with a summary of the service's financial position on their election to management.

The Treasurer will be responsible for ensuring that required financial transactions are recorded properly and stored in a secure place.

The Treasurer or delegated person will ensure the payment of staff on an agreed basis, according to the appropriate Award entitlements and that all tax and superannuation deductions are made.

The coordinator or other delegated person will be responsible for the day-to-day financial management of the centre such as collection and banking of fees, allocation of petty cash and payment of bills.

The Treasurer is responsible to ensure the audit takes place and that the balance sheet, income and expenditure statement and financial report are completed.

The Treasurer is responsible for ensuring that the financial report is submitted to the funding bodies within the time frame outlined in funding agreements.

The Audited Balance sheet and Income and Expenditure statement will be presented to the Association's members at the AGM.

All financial records will be kept for a period of seven years and will be made available for inspection by the relevant government Department officers.

POLICY REVIEW INFORMATION

Policies in this section: Administration and Management

Reviewed On:

Due for Review:

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Signed on and behalf of the ANOOSHCA Management Committee

B. FACILITIES AND EQUIPMENT

B-1 SECURITY

POLICY STATEMENT

We aim to ensure the proper security of the building and staff by ensuring measures are in place regarding entry and access to the building.

CONSIDERATIONS

Occupational Health and Safety Act

PROCEDURE

Only approved staff 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.

A safe will be provided to keep all monies and important documents. Access to the safe will only be permitted by approved staff and management members.

Staff will not open the safe in clear view of anyone.

Staff will ensure that the building is left in a secure manner before leaving.

Staff must ensure that all windows are locked; cupboards, safe, and other relevant areas are locked. All heating and lighting is off and all doors properly secured.

Staff will inform the police and the committee as soon as possible if there has been a break in to the centre of any kind.

Staff will remain at the centre until the police arrive or inform them of what to do.

If there has been a breach of security, please contact the relevant organisation: Glebe Police (02 9552 8099) or School Security (1300 880 021).

B-2 BUILDING EQUIPMENT REPAIRS AND MAINTENANCE

POLICY STATEMENT

We aim to provide a safe and secure environment through proper and immediate attention to all aspects of building and equipment repairs and maintenance.

CONSIDERATIONS

- National Standards: Section 2.9
- Occupational Health and Safety Act
- Australian Standards for playground equipment

PROCEDURE

Equipment will be chosen to meet the children's developmental needs and interests.

Buildings and all equipment will be maintained in a safe, clean condition and in good repair at all times.

There must be no damaged plugs, sockets, power cords or extension cords.

Electrical appliances shall be in good working order.

Provision will be made in the budget for regular maintenance and repair work and for deferred costs of major capital repairs.

The company that the centre currently uses for emergency maintenance in conjunction with the school is Spotless, their phone number can be found in the centre phone book (9816 9200).

All contractors should have their own public liability insurance.

Equipment will be regularly washed and cleaned.

Recycled craft materials should be checked for potential hazards.

Staff should ensure safe handling of all tools, particularly sharp tools, if used as part of any activity. Children should never be left unsupervised with these.

Parents will be encouraged to notify the staff of any problems that they might observe.

Anything that requires maintenance is to be reported to the coordinator as soon as possible. If it is school equipment, then the Coordinator will notify the School Principal.

Faulty equipment should be removed, or protection placed around any dangerous building sites.

A maintenance record will be kept that records any maintenance that needs to be addressed.

The maintenance record will record:

- Type of problem.
- Date that it was observed.
- Who notified the coordinator and when?

- What was done to rectify the problem?
- Date repaired.
- Tradesperson employed to repair the problem.

Non-urgent repairs will be recorded in the maintenance record. The coordinator will note this in their report and bring it to the attention of the committee at the next meeting. The committee and Coordinator will organise to rectify the problem.

For major repairs, quotes will be sought and reviewed by the committee who will make a decision on further course of action. The coordinator or someone on the committee may obtain the quotes.

The coordinator will give a review of works completed by any tradesman employed, for future reference.

It is the committee's responsibility, once a problem has been raised to ensure that it is rectified in the most efficient manner and that the centre is safe for staff and clientele.

Should the centre be considered unsafe or as being a health risk, then the centre will be closed, after notice has been given to all relevant parties, until the problem has been rectified.

B-3 STORAGE

POLICY STATEMENT

The centre will provide safe and secure storage facilities for all indoor and outdoor equipment; ensuring relevant equipment is accessible to the children to encourage independence. Dangerous objects and all confidential records should be made inaccessible to children and all persons except those permitted to access them.

PROCEDURE

Storage areas will be cleaned and tidied at least twice a year or when seen as necessary.

Play equipment and toys will be stored in a way accessible to the children during the operating hours of the centre.

Children will show respect for the equipment and be expected to pack equipment away that they remove from the cupboards.

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) not set up by the staff.

Drawing paper and other materials will be made available to the children at all times.

All craft equipment is to be properly washed and cleaned before storage.

All items such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries and medications should be stored in the designated secured area, which is to be kept locked and inaccessible to the children.

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

Kitchen and other refuse areas will be provided, containers will be lidded, cleaned, and emptied daily.

Staff and management will ensure that all family records are kept in the nominated secure place, ensuring that records are kept confidential and not left accessible to others during the course of the daily operations.

B-4 HEATING, VENTILATION AND LIGHTING

POLICY STATEMENT

We aim to provide a quality environment by ensuring adequate provision and maintenance of heating, ventilation, and lighting in the centre.

CONSIDERATIONS

- National Standards: Section 2.9

PROCEDURE

All heating and cooling systems will be of good quality and checked regularly to ensure safety and reliability. Any maintenance of the appliances will be conducted as per the maintenance policy.

All heating and cooling systems and power cords will be kept in a safe area and away from children.

The coordinator will take individual needs and specific activities into account when ensuring that heating, ventilation levels are comfortable.

Should staff, children or parents complain about heating in the centre not being at a comfortable level, this matter will be drawn to the attention of the management and steps made to address the problem.

Adequate ventilation will be provided at all times. Windows will be properly maintained to ensure easy opening.

Where activities involve toxic materials such as paints and glues, staff are to ensure there is adequate ventilation before undertaking the activity.

Windows or doors should be opened for airflow during the operation of the centre 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.

B-5 PEST CONTROL

POLICY STATEMENT

We aim to provide a clean and safe environment by ensuring that every effort is made to maintain a vermin-free centre. We will endeavour to do this with the minimum use of chemicals.

CONSIDERATIONS

- National Standards: Section 2.9
- National Standards - Section 1.4

PROCEDURE

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 and food preparation areas and storage will be cleaned and maintained daily.

The school engages professional pest control contractors to keep the school vermin-free. This includes areas utilised by ANOOSHCA.

However, should minor pests or vermin be identified when ANOOSHCA is the sole space user (such as during vacation care periods), 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.
- 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 coordinator may contact the school's pest control contractor. If non-urgent the coordinator will bring the problem to the attention school management at the earliest possible time.

Any use of chemical products should only be conducted away from the children's and staff presence in the building.

All action will be taken to remove the children, staff, and parents from the environment for as long as is safe and viable.

B-6 INDOOR ENVIRONMENT

POLICY STATEMENT

We aim to provide a comfortable and safe indoor environment that allows flexibility and access to a variety of activities.

CONSIDERATIONS

National Standards: Section 1.1, Section 2.10

PROCEDURE

The centre's indoor environment will be smoke-free.

Where children are indoors for long periods together due to weather conditions, special activities will be planned, and other areas sought to disperse the group such as other classrooms and verandas.

Separate areas in the indoor environment will be provided for:

- Parents to sign their children in/out of the centre.
- Staff to answer phone calls, perform administrative functions and maintain daily records.
- 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.
- Display of children's activities and work.

Quiet space where children can retreat, do homework, or lie down if unwell.

Easy access to areas should be maintained by making clear easily definable passageways and walkways through 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.

Access for families with disabilities will be maintained ensuring all necessary requirements are considered in the building environment.

Areas will 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.

B-7 OUTDOOR ENVIRONMENT

POLICY STATEMENT

We aim to provide a safe and secure outdoor environment where children have access to a variety of activities, in which children are encouraged to participate.

CONSIDERATIONS

- National Standards - Section 1.1 (Space Requirements)
- National Standards - Section 2.10 (Health of Staff and Children)

PROCEDURE

The outdoor environment will be smoke-free.

The outdoor area shall be easily accessible to the staff and children.

The outdoor space will be inspected daily for any obstacles or dangerous items.

These items shall 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. Children are only to play in the areas that are clearly visible to the staff, and where proper child/staff ratios are maintained.

Clear boundaries shall be set and enforced.

When it is necessary to go outside the boundaries or line of supervision, a staff member 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/child ratios can be maintained both indoors and outdoors.

Access for children and people with a disability will be maintained ensuring all necessary requirements are considered in the building environment.

B-8 ENVIRONMENTAL SUSTAINABILITY

POLICY STATEMENT

We aim to encourage and increase awareness of environmental responsibilities and implement sustainable practices within our program and policies. Children will be supported to become environmentally responsible and show respect for the environment. Environmentally sustainable practices will be embedded into the operations of the service and involve educators, children, and families.

CONSIDERATIONS

- National Quality Standard (3) ACECQA (2011)
- Education and Care Services National Regulations
- Environment Protection and Biodiversity Conservation Act (1999)

PROCEDURE

To ensure that the environment is safe, clean, and well maintained. Promote children's awareness of the environment through daily practices, resources, activities, and interactions. Sustainable practice will be encouraged within the service. Educators, children, and families will be encouraged to become advocates for a sustainable future. Encourage Nature Play to help children learn from and appreciate and connect with the natural environment through play. Enable children of all ages and abilities to access the program.

STRATEGIES

The Approved Provider will:

- Ensure the service liaises with Environmental Education Networks to keep up to date with best practice, professional training, and ideas for creating a sustainable safe environment.
- Encourage educators, families, and children to engage in innovative practices and appreciate the wonder of the natural world and its protection for future generations.
- Educators will entwine sustainable practices into daily routines including Recycling, Gardening, Energy conservation, Water conservation, green cleaning, and Sustainable equipment purchases where possible.
- Aim to make eco-friendly purchases where possible such as recycled paper, reduced packaging, recycled plastic etc.
- Reduce amount of paper used for administration purposes.

Educators will:

- Include recycling as a part of everyday practice at the centre. Recycling containers will be provided.
- Role model sustainable practice.
- Discuss sustainable practices with the children and families as a part of our program and everyday experiences.
- Provide information to families on sustainable practice that can be included in the home. Use local council and community group resources.
- Share information with the community through centre newsletters, emails, conversations, photo books etc

- Use a worm farm and composting bin to reduce food waste within the centre. The children and staff will be involved in maintaining the compost and worm farms.
- Role model energy and water conservation practices of turning off lights and air conditioning when a room is not in use.
- Use centre water tanks to water the gardens with children. Explain what recycled water can and cannot be used for.
- Expand green spaces in the centre when possible. Include nature play and provide opportunities for exploration, learning where food comes from, seed to plate, growing edible gardens, visiting farms and orchards in vacation care.
- Be aware of food miles and where possible look at menus to use seasonal and local produce. If possible, look at reducing packaging when making purchases or use recycle reuse model.
- Aim to limit cleaning chemicals used in the centre. Purchase 'green' cleaning products or use natural ingredients or warm water and soap where possible.
- Educators will try where possible to reduce the amount of plastic and disposable equipment they purchase. Include the concepts of 'reduce, re-use and recycle.
- Use Leichhardt Council and Government departments and Community groups as a source of information, workshops, guest visitors, grant opportunities and links to the local community.
- Include Indigenous and cultural connections to land within the program such as cultural heritage, bush tucker, Multiculturalism. Seeking knowledge from correct cultural sources and guests when possible.
- Include Environmental events within the program such as Clean Up Australia Day, Tree Planting Day, World Environment Day, Science Week etc. Also include Global Issues.

RESOURCES

- Leichhardt Council Schools Sustainability Workshops and Treading Lightly Program
- Climbing the Little Green Steps (2007) Gosford and Wyong Council
- NSW Department of Environment and Heritage www.environment.nsw.gov.au
- www.environment.gov.au: Department of Sustainability, Environment, Water, Population and Communities
- Community Child Care Cooperative www.ccccsw.org.au.
- Eco OOSH in Action Network of Community Activities www.netoosh.org.au
- This policy has been drafted using the Community Child Care Co-operative Example Policy Environmental Sustainability as a resource.

POLICY REVIEW INFORMATION

Policies in this section: Facilities and Equipment

Reviewed On:

Due for Review:

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Signed on and behalf of the ANOOSHCA Management Committee

C. STAFF POLICIES

C-1 STAFFING - OVERVIEW

POLICY STATEMENT

ANOOSHCA 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 practiced 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 ANOOSHCA Code of conduct. We will encourage positive and open communication between all parties involved. (National Quality Standards 4.2, 7.1. 7.2 and 7.3)

CONSIDERATIONS

- Education and Care Services National Regulations: r46, r54, r82, r83, r84, r118, r136, r146, r147, r148, r149, r150, r151, r168, r170, r173, r176, r181.
- National Quality Standard: Standard 2.3, Standard 3.1, QA4, QA5, Standard 6.1, QA7.
- Other Service Policies/ Documentation: Staff Handbook, Interactions with Children Policy, Governance and Management Policy, Confidentiality Policy.
- Other: ANOOSHCA Code of conduct, Child Protection Legislation, Workplace Health and Safety Legislation, My Time, Our Place, Children's Services Award 2010.

QUALIFICATIONS

COORDINATOR

Desirable, minimum 3 years' experience in a relevant field and demonstrated ability to work with children and staff.

Holds the recognised first aid certificate and asthma/anaphylaxis management certificates, or willing to undergo training to obtain this.

Has successfully completed (and can provide evidence of) a recognised child protection training course.

A person of good character, who can be entrusted with providing adequate care for the welfare of the children.

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 fulfil 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.

SELECTION PANEL

When a position becomes available, management will appoint a panel to conduct the selection process. 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).
- Short-list the applicants.
- Arrange interview questions, date, and time.
- Contact the applicants for interview.
- Conduct the interviews.
- Verify the applicant's WWCC number and ensure that approval for selected educator has been approved under WWCC.
- Undertake three professional and one personal reference checks.
- Decide on a suitable applicant, which is put before management for final approval.
- Offer the position to the successful applicant, informing them that they may be required to undergo a police check.
- 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.

ADVERTISEMENTS

Advertisements shall be placed on relevant job websites and the Network website.

Advertisements are to include:

- Job title.
- Specific employment information, including hours of work and Award classification.
- Include that a WWCC is required.
- Advice to applicants to include their contact telephone numbers, a resume, a minimum of two professional referees and one personal referee, and full contact details.
- Closing date and accepted contact methods for applications.
- Contact name and number where the applicant can obtain more information.

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 five 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.

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 decide 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.

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.

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.

PROCEDURE

All relevant conditions set down by the award will apply to all employees. This includes personal leave, annual leave, overtime, jury duty, carer's 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 weekly via direct deposit.

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.

PROCEDURE

A member of management or 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:

- Centre operation and hours
- The service philosophy and policies
- Parent information book
- Centre'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.

PROCEDURE

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 person.

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, including wearing uniform items provided. Educators are required to wear a hat in accordance with the Sun Protection Policy; staff may provide their own hat or use one provided by the centre.

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.

PROCEDURE

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 organizations.

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.

PROCEDURE

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.

PROCEDURE

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.

C-10 DISCIPLINARY ACTION

PROCEDURE

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

- 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.
- Indicate what should happen to improve the situation and how the educators can improve their performance.
- Identify any support needed to assist the educator to make the changes and take steps to implement these.
- Indicate how the improvements will be measured, and when a review will take place. (1-4 weeks depending on the circumstances)
- 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

- Where the problem continues to occur, the educator will be given written notice of the complaints against them.
- 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.
- The educator will be given at least 48 hours' notice of the meeting.

- 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.
- The aim of the meeting is to negotiate how the situation may be improved.
- 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.
- The educator will be granted another probationary period.
- 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

- If the problem still persists another meeting of management should be called and the educator given notice to attend.
- The matter should be discussed as per the first meeting and further action considered.
- At this stage the educator will be given a "final written warning".
- 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

- 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.
- If management believes that the educator's performance is unlikely to improve then the educator will be dismissed.
- A written notice will be given indicating date of dismissal (1 week from notice) and reasons for dismissal.
- The educator 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 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 employee's file.

If the employee is vindicated of the accusation, all relevant formal documentation is to be removed from their file.

C-11 DETERMINING THE RESPONSIBLE PERSON

POLICY STATEMENT

The Education and Care Services National Law determines that a responsible person must be in day-to-day charge of the service and contactable at all times that an Approved service operates.

CONSIDERATIONS

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

PROCEDURE

The Centre must always have a responsible person physically present at all times whilst the service is in operation.

This can be:

- The **Approved Provider**: A member of the Management Committee.
- **Nominated Supervisor**: A person with responsibility for the day-to-day management of an approved service. The Nominated Supervisor has a range of responsibilities under the Law and Regulations that govern the operation of education and care services.
- **Responsible Person**: A person who is physically at the Service and has either:
 - the role of the Approved Provider or
 - the role of Nominated Supervisor or
 - is a duly appointed person.

The Responsible Person has consented to be placed in day-to-day charge of the service but does not take on the responsibilities of the Nominated Supervisor rather they ensure the consistency and continuity in practices.

The nominated supervisor will be regarded as the responsible person each day. Where the nominated supervisor is absent – the nominated supervisor will elect and record the responsible person during that time. In the nominated Supervisors absence, the responsible person will become the most senior (or longest employed with the service).

The Approved Provider must:

- Ensure Nominated Supervisors or duly appointed educators have a clear understanding of the role of the Responsible Person.
- Ensure the responsible person is appropriately skilled and qualified.
- Ensure a responsible person is contactable at all times.

The Nominated Supervisor or delegated authority will:

- Arrange for the keeping of a “responsible person record”. This record will document the current responsible person on each shift.
- Ensure the name of the responsible person on duty will be displayed at the service.
- Develop rosters in accordance with the availability of responsible persons, centre operation and attendance patterns of children.

PROCEDURE

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.

Relief educators will be handed abbreviated copy of the centre's policies, along with a Code of Conduct.

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 and code of conduct. 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.

Anyone 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.

PROCEDURE

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 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 abbreviated relevant policies.

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 educators normally do.

Volunteers will be supernumerary when calculating basic educator: child ratios.

Volunteers will be invited to take part in social activities of the service.

During times of high Covid transmission, Volunteers, students and visitors may be asked not to attend until advice from NSW Health or DEC allows.

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. 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 student's 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 staff ability to supervise and be available to help the students.

Students will be provided with guidelines identifying their responsibilities, expectations and code of conduct while at the service.

Students will be given a copy of abbreviated relevant policies.

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 service to stimulate the children's program.

Visitors could include local people or parents 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.

During times of high Covid transmission, Volunteers, students and visitors may be asked not to attend until advice from NSW Health or DEC allows.

C-14 EDUCATOR/CHILD RATIOS

POLICY STATEMENT

We believe that the educator/child ratio is an important factor in determining the quality of care that we provide.

PROCEDURE

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 two 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.

Students/volunteers will not be counted as part of the educator: child ratio, at any time.

PROCEDURE

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, alternatively they can approach the staff liaison committee member as listed on the display information.

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 judgmental 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 endeavour to greet and farewell families 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 the management.
- Kinderloop posts.

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 kinder loop posts and relevant information 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.

FAMILIES/EDUCATORS AND CHILDREN

Parents are required to conduct themselves in a responsible and respectful manner whilst on the premises. Following are the centre's requirements of parents whilst on the premises:

Abusive or offensive language will not be tolerated.

Parents under the influence of drugs or alcohol are not permitted on the premises.

Parents at ANOOSHCA are not permitted to discipline any child other than their own, under any circumstance. If you have a concern with another child, please discuss it with the coordinator and we will investigate and manage the situation. Parents are not to approach children other than their own child/ren.

Parents must respect the personal space of staff and children.

Aggressive behaviour will result in exclusion from the centre and may result in civil action and/or criminal charges. In cases where there is a risk to children or staff, the police will be called, and charges may be laid.

Any interactions with staff by parents are to be always conducted in a respectful and civil manner–this includes all forms of communication, either in person or electronically.

C-16 STAFFING ARRANGEMENTS

PROCEDURE

The service's Nominated Supervisor will be responsible for the day to day running of 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. This person will not adopt the Nominated Supervisor's responsibilities during this time. The service will always display the details of the Nominated Supervisor and Responsible Person the service is operating.

A Responsible Person must agree in writing to accepting a responsible role.

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.

ANOOSHCA currently uses an electronic sign in platform called Deputy. Educators will be sent a link with a PIN and will be required to complete the relevant details. Educators can sign in online or may download the free app to view rosters, request leave, see their approved timesheets etc. Educators will be required to sign in at the beginning and out at the end of each shift on the designated iPad.

The hours which they work directly with children each time are recorded, any variation to this can be recorded in the Deputy journal. This record will also include the name of the Responsible Person and the Educational Leader.

Any students, volunteers or visitors to the service will be required to sign the visitors/volunteers log found in the office.

C-17 SUPERVISION

We believe that effective supervision is essential to ensure that all children are safe. Staff should ensure that children are adequately supervised in their indoor and outdoor play – paying particular attention to children's transition between areas, blind spots, and toileting. Children are only to play in the areas that are clearly visible to the staff, and where proper child/staff ratios are maintained.

INDOORS

Staff should:

- Focus their entire attention on the supervision of children within their program area.
- Actively supervise children to identify risks and therefore minimise injury.
- Position themselves so children can be seen at all times and move around their area regularly checking nearby out of bounds areas. Areas will be made available where children can play in large or small groups or by themselves
- While some forms of 'rough and tumble' can be beneficial for development. Rough play should be supervised closely so that it can be stopped before it escalates.
- Review safety rules with children before commencing an activity that has inherent risks.
- Regularly scan the area so all children in the vicinity are adequately supervised and are participating in appropriate play.
- A variety of activities will be provided to allow for children's interests and to ensure that staff resources are not stretched (Effective Supervision, OSHCQA Factsheet 2).

When it is necessary to go outside the boundaries or line of supervision, a staff member must accompany children.

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/child ratios can be maintained both indoors and outdoors.

Access for children and people with a disability will be maintained ensuring all necessary requirements are considered in the building environment.

TOILETS

Staff should:

- Be aware of children's safety when they use the toilets.
- Children should not play in and around the toilet area – staff are to redirect them to other areas/activities.

OUTDOOR SUPERVISION

Staff should:

- Position themselves to allow them to watch the maximum area possible.
- Move around so as to have the best view of the area and to avoid having their back to children.
- Familiarise themselves with the boundaries of their allocated area and ensure that children are playing within these boundaries at all times.

- While some forms of 'rough and tumble' can be beneficial for development. Rough play should be supervised closely so that it can be stopped before it escalates.
- Discuss with children found in out-of-bounds areas, the appropriate play areas, and the importance of playing where they can be seen.
- Ensure to revisit safety rules with children and identify risks before commencing activities.
- Staff should be aware of and prevent where possible, situations where children could potentially injure each other.

ANOOSHCA SUPERVISION AREAS (SEE MAP FOR FURTHER CLARIFICATION)

UPPER PRIMARY PLAYGROUND

General Supervision: Should be positioned so that focus is on the main playground, COLA and Verandas. Attention should be paid to who is entering/leaving the area through the main gate.

Planned Active Experience: Focus is on main playground, COLA and Verandas. Attention should be paid to who is entering/leaving the area through the main gate.

LOWER PRIMARY PLAYGROUND

General Active Supervision: Should be positioned so that focus can be both to the front "secret garden" area, ANOOSHCA garden area and the bottom court with vision up to the gate that leads onto the infant playground.

CREATIVE CUBBY

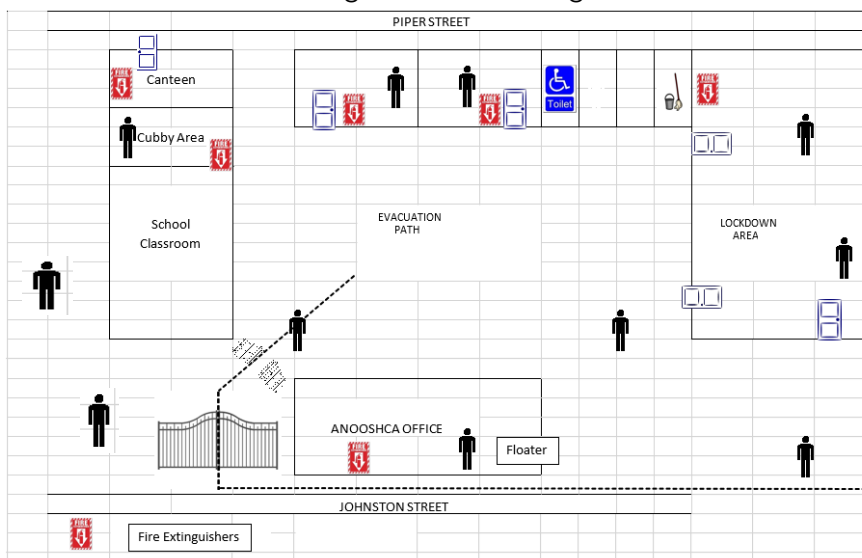
Planned Experience: Cubby area, creative table and an awareness of children playing in COLA /Veranda area.

SPR1/2

Focus should be on children in the rooms and an awareness of children on the veranda area

HALL

Senior Planned Activity: Primary Focus is on the whole hall area, being mindful of children entering storerooms on either side of stage and under stage.



POLICY REVIEW INFORMATION

Policies in this section: Staff Policies

Reviewed On:

Due for Review:

.....
Signed on and behalf of the ANOOSHCA Management Committee

D. HEALTH AND SAFETY

D-1 HYGIENE

POLICY STATEMENT

Our Service will maintain a healthy and hygienic environment that promotes the health of the children, educators and parents using our service. Children and parents using the service will be encouraged to share ownership of maintaining hygiene practices in the service. Educators will ensure that they maintain and model current best practice hygiene procedures as advised by NSW Health authorities. Educators will engage children in experiences, conversations, routines, and responsibilities that promote children's understanding of the importance of hygiene for the wellbeing of themselves and others ("My Time, Our Place" Outcomes 3.2, 4.2, 4.3).

CONSIDERATIONS

- Regulations 77 (Health, hygiene, and safe food practices)
- National Quality Standard 2; Children's Health and Safety (Element 2.1.3)
- National Food Standards Code (FSANZ)
- Food Act 2003 (NSW)
- Food Regulation 2010 (NSW)
- NSW Department of Health

PROCEDURE

Educators will maintain and model appropriate hygiene practices and encourage the children to adopt 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 and look for opportunities to provide opportunities for children who have not developed the same level of awareness.

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 service 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 nonjudgmental 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 the service remind children that these are practices to be followed in the service but they may be different for them at home.

Hand washing will be practiced by Educators and children upon entering the service, 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 be encouraged to wash their hands before leaving the service.

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

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.

The service 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 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 shared areas (toilets, hand basins and kitchen facilities) used by the service will be cleaned and disinfected by the cleaning contractors engaged by the school. Areas used exclusively by ANOOSHCA will be cleaned by ANOOSHCA staff daily.

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.

FOOD

All food will be prepared and stored in a hygienic manner

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 explanation provided to children on the reasons why hygienic conditions are maintained.

Food will be stored in tightly sealed containers, away from any chemicals.

Kitchen equipment will be cleaned and stored appropriately.

Surfaces are cleaned before and/or after food preparation.

All perishable foods will be stored in the refrigerator and the temperature should be monitored to ensure it is less than 5°C.

The service will provide food handling and hygiene information to parents.

The service will regularly review and evaluate food handling and practices in line with current best practice guidelines from recognised authorities.

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 self-serve food and drinks, encouraging 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.

Educators are not required when handling food to use gloves if correct hand washing practices have been implemented (see Food Act). 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 and replaced with a new pair before handling food and before working with ready to eat food after handling raw food.

Gloves must be removed, discarded and replaced after using the toilet, smoking, coughing, sneezing, using a handkerchief, eating, drinking or touching the hair, scalp or body.

All rubbish or leftover food is to be disposed of immediately in lidded bins and bins emptied at least daily and then wiped with disinfectant.

D-2 NUTRITION

POLICY STATEMENT

ANOOSHCA believes that good nutrition is essential for a child's healthy growth and development. For this reason ANOOSHCA will provide nutritious, good quality food consistent with the Dietary Guidelines for Children and Young People in Australia.

We will aim to provide a relaxed and enjoyable environment for children to eat their meals and snacks ("My Time, Our Place" 1.1). All food served at ANOOSHCA 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. Parents will be encouraged to share family 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).

CONSIDERATIONS

- National Regulation 78; Food and Beverages
- National Regulation 79; Service providing Food and Beverage
- National Regulation 80; Weekly Menu
- National Quality Standard 2.2 Element 2.2.1 "Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child".
- Australian Dietary Guidelines for children and adolescents.
- National Food Standards Code (FSANZ)
- Food Act 2003 (NSW)
- Food Regulation 2010 (NSW)
- NRG@OOSH (Network of Community Activities)
- Service Hygiene policy

PROCEDURE

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. The menu will be an accurate representation of 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 parents advised if they will be required to supply specific foods for their child.

Food and drink consistent with the menu will be provided for breakfast 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, parents 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.

In line with the Quality Framework, children will be given the option to eat afternoon tea. If children choose to have afternoon tea, they will be seated while eating or drinking.

Children and parents 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 parents.

The denial of food will never be used as a punishment.

Containers are to be cleaned and stored appropriately.

Children's cooking activities will be encouraged to develop life skills. At all times safe and hygienic practices will be followed as per the service hygiene policy.

Educators are required to attend regular professional development on nutrition and food safety practices and document changes to practice as a result.

D-3 SLEEP AND REST

POLICY STATEMENT

ANOOSHCA 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.

CONSIDERATIONS

- National Regulation 81; Sleep and Rest
- National Regulation 168; Policies and procedures
- National quality Standard 2.1,2.2, 3.1, 3.2
- Red Nose Australia

PROCEDURES

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.

Light bedding is the preferred option if requested by the child.

Educators will show awareness of children's comfort and avoiding overcrowding when children need rest or sleep.

Children resting in what staff could perceive as a hazardous clothing i.e. hood with cords, scarf, hats with cords, should be encouraged to be removed when resting

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 at 5-minute intervals and is recorded on the incident, illness, injury and trauma form, 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 plan 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 centre currently has a fold out stretcher bed and bedding located in the ANOOSHCA office

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 pillowcases and blankets, will be regularly washed, 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.

D-4 HAZARDOUS MATERIALS

POLICY STATEMENT

We aim to provide an environment that is safe with no risk to the health and wellbeing 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

- National Standards - Section 2.9.5 (Building Cleanliness, Maintenance and Repairs)
- Occupational Health and Safety Act

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.

In conjunction with the school's contract, the centre currently uses Rentokil as a means of pest control.

Low irritant, environmentally friendly sprays are 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 labelled 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 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.

D-5 SAFE TRANSPORTATION OF CHILDREN

POLICY STATEMENT

We believe that children travelling to and from school and excursions have the right to be safe. We will ensure that all modes of transportation undertaken will be safe and comply with all the required regulations.

CONSIDERATIONS

- National Standards - Section 2.13 (Transport)
- Road and Transport Regulations
- Education and Care Services National Amended Regulations 2020
- Education and Care Services National Law Act 2010
- ACECQA – Safe Transportation of Children – Information Sheet
- Kidsafe NSW. Road Safety. Accessed August 2020 from www.kidsafensw.org

PROCEDURE

All children travelling from one place to another via transport must have the written consent of their parents. A risk assessment will be conducted and will outline the proposed route and approximate duration of the transportation, pick up location and destination, maximum number of children and educators being transported, any water hazards and the means of transport. A map of the proposed route will be included in the risk assessment, but the route may change in accordance with road works, unforeseen circumstances or, at the discretion of the driver if a private commercial bus company.

Any vehicles used by the centre will comply with the appropriate road and transport regulations, will be mechanically sound, have regular maintenance and have third party and comprehensive insurance.

The driver will ensure that the fuel level is sufficient to undertake the journey.

All staff or volunteer drivers will hold the appropriate driver's licence for the vehicle they are driving.

All private vehicles can only be used if the:

- Vehicle is registered and in a safe mechanical condition.
- Vehicle is equipped with seat belts.
- Vehicle has minimum third party property damage insurance.
- Driver has a current driver's licence.

Before travelling in the vehicle (or in a bus where seat belts are fitted) the staff member will ensure that all children wear a seat belt.

A First Aid Kit should be carried on the vehicle.

Children will be required to remain seated and not behave in a dangerous or distracting manner. The driver will stop the vehicle if necessary, in a safe place until the children comply with instructions.

When picking up children, the bus should be parked in a location which does not require children to cross roads.

The staff member will ensure that the vehicle has the appropriate number of passengers for the vehicle and that it is not overloaded.

All drivers will carry the centre's name, address and contact number at all times. An emergency contact number should also be provided.

In the case of a vehicle breakdown the staff person in charge or the driver will phone the centre to inform the Coordinator, the Coordinator and the staff member will discuss suitable alternative transport and organise for this to be undertaken, ensuring that the children are kept safe at all times.

The coordinator will inform the parents of the breakdown if necessary.

In the case of a vehicle accident the staff person in charge or the driver will:

- Check to see if any children or staff are hurt, conduct first aid and phone for an ambulance if necessary.
- Comfort and calm the children.
- Ensure that the children are safe at all times.
- Take the required details of the other driver involved: name, contact, registration number, driver's licence, insurer and any damage made to either vehicle.
- Phone the centre to inform the Coordinator, and organise alternative transport.
- Phone the police if necessary.
- Make an accident report on return to the centre.

A mobile phone should be carried in case of accident or emergency and children should be instructed to stay with the vehicle until assistance arrives. The centre's details should always be carried on the vehicle.

In a situation where there is only one staff member in attendance a mobile phone will be allocated to take on the journey, so no-one needs to leave children unattended.

The coordinator will inform the parents of the incident, and ensure that all the appropriate accident procedures are undertaken.

WHEN TRANSPORTING CHILDREN BY PUBLIC TRANSPORT STAFF WILL:

- Ensure child has written permission from an authorised pick up to be transported.
- Ensure that a list of both the children's names and attending educators' names along with medical and emergency contact information is taken
- Read and understand the travel risk assessment and transport children in conjunction with this.
- Take the centre's name, address and all contact numbers with them.
- Make sure transport meets safety requirements for NSW transport.
- Ensure that any child who suffers travel sickness is situated as close to the front of the bus as possible and is close to an educator if and when assistance is required.
- Conduct a head count on a regular basis.
- Assist children in getting on and off the mode of transport.
- Ensure that all children are accounted for before allowing the vehicle to leave.
- Educators will be spread evenly to ensure that all children can be supervised effectively and to maximise safety.

- An educator will disembark the bus before any child, to ensure the children are safe and supervised.
- An educator will be the last off the bus to ensure that no child has been left behind and to check for any children and any property that may have been mislaid

WHEN TRANSPORTING CHILDREN BY FOOT STAFF WILL:

- Conduct a risk assessment.
- Ensure that the safest route is taken.
- Read and understand the transportation risk assessment.
- Ensure children cross the road at the crossing or lights where available and obey the road rules.
- Undertake extreme care crossing all roads.
- Keep children together as a group and walk in line on pavements. Staff members are to remain vigilant to ensure that no child runs ahead, lags too far behind the group or acts inappropriately.
- Take appropriate wet weather gear, jackets or sun hats to use as required.
- Children should be made aware of all the rules associated with all the modes of transport. Staff will ensure that these rules are enforced.

D-6 ANIMALS

POLICY STATEMENT

Although animals are not a necessary part of the program, we believe that animals can be a valuable source of learning and enjoyment for the children. Any animals that enter the centre must be safe and present no danger to the children in any way. Staff will ensure that everyone in the centre will treat with respect and in a humane way all animals, at all times. Strict supervision will be maintained.

CONSIDERATIONS

- National Standards - Section 2.11 (Animals)
- Animal Rights

PROCEDURES

The decision to keep a pet or have an animal visit the centre will be made by the Coordinator, based on an observed need or value to the children.

Any animal or bird will only be considered with the clear understanding of them being safe and suitable with children, and an assurance that the animal will be properly cared for.

No animal, bird or livestock will be allowed in the program area which is likely to be a source of infection or which in any way may be detrimental to the wellbeing of the children.

Checks need to be made regarding individual children's allergies before considering an animal in the centre.

All animals, which are kept in the centre, shall be maintained in a clean and healthy condition.

All hygiene procedures will be followed regarding cleaning and disposal of waste.

All animals will be located away from any food or food preparation areas.

Everyone in the centre will treat with respect and in a humane way all animals, at all times.

A staff member will be designated the duty of ensuring that the animal is appropriately fed and looked after. Alternately a roster of staff and children can be made to fulfil this duty.

Appropriate food and water will be maintained and kept topped up at all times.

Appropriate arrangements shall be made to ensure the animal is appropriately cared for over weekend and holiday breaks.

Children will be educated on an ongoing basis on how to properly care for and handle animals.

Children will be reminded about the hygiene practices required after handling any animal and staff will ensure that this is maintained.

Supervision is to be maintained at all times.

D-7 SUN PROTECTION

POLICY STATEMENT

ANOOSHCA aims to balance the risk of skin cancer from too much sun exposure with maintaining adequate vitamin D levels in our children. We aim to take a sensible approach to sun protection in our service that empowers children to take responsibility for their own health and wellbeing ("My Time, Our Place", Outcome 3)

The sun's ultraviolet (UV) radiation is both the major cause of skin cancer and the best source of vitamin D. We need vitamin D to maintain good health and to keep bones and muscles strong and healthy.

We aim to ensure that all children in attendance at the service when the UV forecast is 3 or above will be protected from harmful rays of the sun. All staff will model appropriate sun protection behaviour and enforce the sun protection policy.

Evidence suggests that childhood exposure to UV radiation contributes significantly to the development of skin cancer in later life. Ultraviolet (UV) radiation cannot be seen or felt and can be high even on cool and overcast days. This means our service educators will teach children not to rely on clear skies or high temperatures to determine the need for sun protection and provide them with exposure to resources and materials that will reinforce this message and assist children to understand the complexities of their environment ("My Time, Our Place", Outcome 2).

Strategies for teaching sun protection in the service will be based on children actively practicing and monitoring their own implementation of sun protection strategies as active learners ("My Time Our Place", Outcome 4). This will include children having opportunities to access UV alerts (Sunsmart app) and monitoring the exposure to the sun of both themselves and their peers (My Time, Our Place" Outcome 5). Our service believes that educating children about UV radiation will have a major impact on reducing their chance of developing skin cancer in later life.

CONSIDERATIONS

- National Quality Standard 2 Element 2.3.2 " Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury".
- National Quality Standard 6 Element 6.3.2 " Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities"
- National Regulation 114 "Outdoor space – shade"
- National Regulation 100 "Risk assessment must be conducted "
- WHS Act and Regulations 2012
- NSW Cancer Council www.cancercouncil.com.au/reduce-risks/sun-protection

PROCEDURE

SCHEDULING OF ACTIVITIES

The following procedures will be implemented when scheduling activities when the UV Rating is 3 or above.

Outdoor activities will be scheduled where appropriate outside of peak UV times or planned for shaded areas and sun protection used for all children.

In non-daylight saving time (April-Sept) outdoor activities can take place at any time as long as sun protection (hats, clothing, sunscreen, shade) is used when the UV index is 3 or above.

Where the UV index for that day is not known, sun exposure will be minimised between the hours of 10am and 2pm (11am and 3pm during day light saving).

When planning excursions, sun protection will be included in the risk assessments for service participation.

All sun protection practices will be maintained while staff are escorting children to and from school and on any excursions.

SHADE

Structured outdoor activities will be held in shaded areas whenever possible when the UV index is 3 or higher.

The service will identify shade options at various times of the day and the year within the outdoor space and promote these to the children. Educators will set up activities and play spaces to make best use of the shade.

Children will be encouraged to use available shade when playing outside during times when the UV index is high.

CLOTHING

Educators and children will wear protective clothing when outside during periods of time when the UV index is 3 or above.

When outdoors children will be encouraged to wear sun safe clothing with sleeves, collars or covered necklines.

Midriff, crop or singlet tops do not provide adequate protection and are not recommended. The Family Handbook will remind families and children of the appropriate clothing to wear to the service to meet the sun protection policy.

Children will be encouraged to wear sun safe hats that protect the face, neck and ears when outside. Recommended hats are bucket hats and broad-brimmed hats.

All educators will be required to wear tops with sleeves and collars or covered necklines and longer style skirts, shorts or trousers.

Children who do not have a hat must play in a sheltered area. Staff are to enforce the rule that where a child has not got a hat or is wearing clothing that is not recommended as appropriate they must access shaded areas in which to play

SUNSCREEN

SPF 30+ Broad Spectrum water-resistant sunscreen will be available at the service for children and educators to use.

Educators will ensure there are regular reminders (minimum every 2 hours) to apply sunscreen prior to outdoor play during the months of October to March between 11am and 3pm or when the UV index 3 or above.

Permission to apply sunscreen will be included in the service enrolment form. Educators will respect the parents' right to refuse authorisation to apply sunscreen however will require children to wear appropriate clothing or play in the shade.

ROLE MODELLING OF STAFF

Educators will wear protective clothing and practice a combination of sun protection strategies (sun-safe hats, clothing, sunglasses, SPF 30+ broad spectrum water resistant sunscreen) when in attendance at the service.

Wherever possible, staff will seek out shade when undertaking outdoor supervision in months where the UV alert is 3 or above.

Educators will use opportunities to discuss with children sun protection and demonstrate a positive and proactive approach to the management of sun protection in the service.

COLLABORATION WITH CHILDREN

Children will be provided with opportunities to take leadership roles in managing sun protection.

Children will be encouraged to access the internet/ newspaper to check the UV ratings for the day and advise educators of the times when the UV index will be 3 or above.

Opportunities for children to set alarms for when the UV index increases above or drops below 3 will be provided and children assigned duties regarding UV reminders, hats reminders and management of sunscreen.

Children will be reminded that they can remove their hats when the UV index falls below 3.

EDUCATION AND INFORMATION

The sun protection policy will be available to all families using the service.

Parents will be informed of the sun protection policy including appropriate clothing requirements on enrolling their child in the centre through the Family Information Booklet.

Upon enrolment in the vacation care program, parents will be advised of suitable protective clothing and hats for children to wear at the service and encouraged to apply a sunscreen to their child prior to attending the service during the spring and summer vacation care periods.

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

The centre will incorporate sun and skin protection awareness activities in the program and provide notices and posters about the topic from the Cancer Council NSW as appropriate.

REVIEW

This policy is adopted as standard for all OSHC services endorsed as Sun Smart by the Cancer Council NSW.

This Policy will not be changed unless advised by the Cancer Council NSW.

D-8 EMERGENCY PROCEDURES

POLICY STATEMENT

We aim to provide an environment that provides for the safety and wellbeing of the children at all times. All children and staff 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 undertaken.

CONSIDERATIONS

- National Standards - Section 2.12 (Emergency Procedures/Fire Drills)
- Occupational Health and Safety
- Australian Standards
- Network's 'Fire Safety Guidelines'

PROCEDURES

EMERGENCY EVACUATION

Emergency evacuation procedures will be clearly displayed of each room used by the centre.

All staff, including relief staff, will be informed of the procedure and their specific duties identified in their orientation to the centre. Staff will make arrangements as to duties undertaken in the absence of other staff.

Children and staff will practice the emergency procedure at least once per 3 months in all types of care, before school, after school and at the beginning of vacation care.

Drills will be conducted more regularly when there are new children.

Parents will be informed of the procedure and assembly points in the parent handbook.

No child or staff member is to collect personal items or bags during an emergency evacuation. This would lead to confusion and delays.

Fire extinguishers will be installed and maintained in accordance with Australian Standard 2444. Staff will be instructed in their operation.

Staff 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.

Staff should be aware of bush fire danger and have appropriate training on the necessary procedures.

The NSW Fire Brigade Child Safety Unit should be contacted for advice and training on fire safety.

The evacuation plan will include:

- Routes of leaving the building suitable for all ages and abilities. These should be clearly mapped out.

- 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.
- Staff duties in the emergency.

Staff members will be nominated to:

- Make the announcement to evacuate, identifying where and how.
- Collect emergency services numbers.
- Make the phone call to 000 or other appropriate service, management and parents 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, staff and 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.

EVACUATION PLAN

When a fire has been discovered, a continuous alarm or bell will be rung. Staff along with all children should leave what they are doing (quickly yet calmly and without collecting anything) and assemble at the front gates of the school on Johnston st. The Assistant Coordinator or delegated person will phone '000' and report the fire. A designated staff member will take the rolls and staff will walk the children in an orderly manner to the houses further down on Johnston Street. Once there the designated staff member will mark the rolls. Children should be kept orderly and sat in lines against houses.

The responsible person will check the ASC rooms to ensure there is nobody there and will then close the door. The responsible person will then continue to do this in other areas such as the girls/boys toilets.

The responsible person will also take the emergency bag, only if it is safe to do so.

After marking the rolls, any unaccounted absences must be reported to the responsible person so that a search may be arranged.

- No staff member or child is to return to the building under any circumstances until the 'All Clear' is given.
- Signs containing a summary of this information and a map will be displayed in ASC room.
- Staff will be trained in fire safety and will have a system where a fire drill is rehearsed with children every 3 months.

HARASSMENT AND THREATS OF VIOLENCE

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

- Calmly and politely ask them to leave the centre 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 staff member should be directed to do so.
- Where possible staff will calmly move the children away from the person.
- 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 and wait for the police.
- Staff 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 centre.

D-9 DEALING WITH MEDICAL CONDITIONS

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 today program in the service in order to promote their sense of wellbeing, connectedness 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). The medical conditions policy will be provided to parents who identify that their child has a medical condition and a medical plan will be completed for each child that identifies with a medical condition.

CONSIDERATIONS

- National Law Section 173
- National Regulations 90-91
- National Standard 6: Element 6.2.1 "The expertise of families is recognised and they share in the decision making about their child's learning and wellbeing".
- National Standard 6: Element 6.3.1 "Links with relevant community and support agencies are established and maintained"
- National Standard 6: Element 6.3.3. "Access to inclusion and support assistance is facilitated".
- Disability Discrimination Act 1975
- NSW Anti-discrimination Act 1977
- Work Health and Safety Act 2011
- Individual Medical Management Plans and corresponding resources.
- Service policy on "Administration of Medication"
- Service policy on "Illness and Infectious Diseases"
- Service policy on "Confidentiality"

PROCEDURE

Parents 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 by the parent on the child's enrolment.

Upon notification of a child's medical condition the service will provide the parent with a copy of this policy in accordance with regulation 91.

Specific or long term medical conditions will require parents to provide a Medical management plan made in conjunction with the child's doctor and parent.

It is a requirement of the service to meet its regulatory obligations and to best support the health needs of the child, that a risk minimisation plan and a communication plan be developed in consultation with the parents. The Service Co-ordinator will discuss with the parents and relevant health professionals as soon as possible prior to the child's attendance to determine content of that plan to assist in a smooth and safe transition of the child into the service.

Content of the planning 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 service),
- Methods for communicating between parents and educators 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 (this is in accordance with regulation 90). All Educators including volunteers and administrative support will be informed of any special medical conditions affecting children and orientated to their management. In some cases specific training will be provided to Educators to ensure that they are able to implement effectively the medical management plan.

Where a child has an allergy the parents will be asked to supply a letter from their doctor explaining the effects if the child is exposed to whatever they are allergic to and to explain ways the staff 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 kept in the ANOOSHCA office (out of 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 staff 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 including what staff member will be responsible for implementing the plan based on training and experience.

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 and families in the service will be advised not to supply that allergen. Where it may not be possible to eliminate an allergen, the child with the allergy will have their afternoon tea prepared separately with hygiene measures in place to prevent contamination. Parents 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) during meal times, children will be reminded to wash their hands before and after eating.

D-10 MANAGEMENT OF INCIDENT, INJURY AND TRAUMA

POLICY STATEMENT

Our centre aims to ensure the safety and Wellbeing of educators, children and visitors, within the centre and on excursions, through proper care and attention in the event of an incident, injury or trauma. The centre 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 parent of the child involved. Parents or emergency contacts will be informed immediately where the incident, injury or trauma is deemed serious (see Regulation 12) and all serious incidents will be reported to the relevant authorities including the NSW Regulatory Authority.

CONSIDERATIONS

- National Regulation 85 "Incident, Injury and illness policies and procedures"
- National Regulation 12 - the Education and Care Services National Regulation defines the 'meaning of serious incident' for reporting to the regulatory authority. National Regulation 86 "Notification to parents of incident, injury, trauma and illness"
- National Regulation 87 "Incident, Injury, trauma and illness record"
- Work, Health and Safety Act 2011
- National Standard 2: Element 2.1.4 "Steps are taken to control the spread of infectious diseases and to manage injuries and illness in accordance with recognised guidelines.
- Service Policy "Management of Basic First Aid"
- Service Policy "Administration of medication"
- Service Policy "Hygiene"
- ACECQA "Frequently Asked Questions" www.cecqa.gov.au

PROCEDURE

Parents are required to provide written consent for educators to seek medical attention for their child, if required, before they start in the centre. This will be recorded in the enrolment form.

Parents will be required to supply the contact number of their preferred doctor or dentist, Medicare number and expiry date.

Educators will be required to supply two contact numbers in case of an emergency or accident, involving themselves.

If a child, educator or visitor has an accident while at the centre they will be attended to immediately by an educator who holds a first aid certificate.

In the case of medication being required in an emergency without prior consent of the parents/guardians, educators are to secure that consent from a registered medical practitioner.

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** at the service requiring more than basic first aid, the first aid attendant will:

- Assess the injury, and decide whether the injured person needs to be attended by local doctor or whether an ambulance should be called and tell the educator in charge or nominated supervisor of their decision.
- If the injury is serious the first priority is to get immediate medical attention. Although parents or emergency contacts should be notified straight away. If not possible, there should be no delay in organising proper medical treatment. Another educator can keep trying to contact the parents or emergency contacts in the meantime if available.
- Attend to the injured person and apply first aid as required.
- Educators will ensure that disposable gloves are used with any contact with blood or bodily fluids as per the hygiene policy.
- Educators will stay with child until suitable help arrives, or further treatment taken.
- The educators will try to make the child comfortable and reassure them that they will be ok and their parents/caregivers will be on their way.
- If an ambulance is called and the child is taken to hospital an educator will accompany the child and take the child's medical records with them.
- Complete a centre accident report and a report for the regulatory authority.

The other responsible educator will:

- **Notify** parents 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 panic the parents and to provide minimal detail regarding the extent of the injuries
- Ensure that all blood or bodily fluids are cleaned up in a safe manner.
- Ensure that anyone who has come in contact with any blood or fluids washes their hands in warm soapy water.
- Try to reassure the other children and keep them calm, keeping them informed about what is happening, and away from the injured child.

Accidents which result in serious injury (including death) to a child must be reported to:

- An ambulance service
- The police
- Parents/Guardian
- Regulatory Authority

The centre will notify the parent/guardian that a serious incident has happened and advise them to contact the relevant medical agency. Only a qualified medical practitioner can declare a person dead and 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.

DEATH OR SERIOUS INJURY TO A CHILD OR EDUCATOR OUT OF HOURS

Educators in the centre 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 in the service.

In the event of the death occurring out of centre hours, a clear emergency procedure will be maintained for the other children at the centre.

If a child is the deceased, the 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 make contact with the NSW Regulatory Authority to seek advice on an appropriate response from the service. 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 or trauma will be recorded within 24 hours of the event occurring. The child's parent 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).

The portal for notifying the regulatory authority of a serious incident is to be found on the ACECQA website: <https://public.nqaits.acecqa.gov.au/Pages/Landing.aspx>

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.

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 injury, trauma or illness, the incident is a 'serious one' and the regulatory authority must be notified.

An injury, trauma or illness will be regarded by the service as a 'serious incident' if more than basic first aid was needed to manage the 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.

D-11 MANAGEMENT OF BASIC FIRST AID

POLICY STATEMENT

The service believes that in order to ensure the highest level of care is maintained for children attending the service; all educators should be suitably qualified in emergency first aid management. The service will ensure that first aid equipment and support is available to all children, educators and visitors to the service and whilst on excursions. While at least one staff member or one nominated supervisor of the service will hold a current approved first aid qualification along with current approved anaphylaxis and asthma management training, all educators are encouraged and supported to undertake senior first aid, asthma management and anaphylaxis management training as part of their conditions of employment to ensure full and proper care of all is maintained (My Time Our Place 3).

CONSIDERATIONS

- National Regulation 89; First Aid Kits.
- National Standard 2: Element 2.1.4 "Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines"
- National Regulation 12
- National Regulation 87
- National Law Section 174
- The Centre "Management of Incident, Injury and trauma Policy"
- The Centre "Hygiene Policy"
- ACECQA "Frequently Asked Questions" www.acecqa.gov.au

PROCEDURE

The nominated supervisor is responsible for ensuring that a minimum of one Educator must be present at the service at all times who is currently qualified in senior first aid, asthma management and anaphylaxis management.

The service will endeavour to have all educators with current first aid qualifications.

A current first aid certificate or willingness to undergo training will be advertised for all new positions.

Educators will undergo first aid training as part of their condition of employment. Thereafter, educators will renew their certificates as required.

The centre 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 the centre. 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 to 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 strains.

An inventory of the kits will be maintained and checked on a minimum monthly basis and signed off by the Nominated Supervisor. The Nominated Supervisor may be required to produce these checklists in the event of a request from management or from the NSW regulatory authority.

Each school term, one 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 stabilise 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. All emergency calls should be made by a second educator.

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

- Assess the injury.
- Attend to the injured person and apply first aid as required.
- Ensure that disposable gloves are used with any contact with blood or bodily fluids.
- Ensure that all blood or bodily fluids are cleaned up and disposed of in a safe manner as per the hygiene policy.
- Ensure that anyone who has come in contact with any blood or fluids wash their hands thoroughly in warm soapy water.
- Record the incident and treatment given (incident, injury, illness, and trauma Form) 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
- Notify the parents either by phone after the incident if seen fit or on their arrival to collect the child.
- The Educator or Nominated Supervisor should obtain parental signature confirming knowledge of the accident report form.

Where the service 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 service "Management of Incident, Injury and Trauma" policy are followed and the Regulatory Authority is notified within 48 hours.

D-12 MANAGEMENT OF DIABETES

POLICY STATEMENT

Annandale North Out of School Hours Care is committed to providing a safe and healthy environment that is inclusive for all children, staff, visitors and family members that are diagnosed with diabetes. The aim of this policy and procedure is to minimize the risk of a diabetes medical emergency whilst at our service, also ensuring that staff members are able to support the management of the illness.

CONSIDERATIONS

- National Law: Section 169, 172, 173, 174, 225
- National Regulations: Regulations 90–91, 92 --- 96,
- NQS: 2.1.1; 2.1.4. 2.3.2

PROCEDURE

A majority of staff have a current recognised First Aid Certificate and are strongly encouraged to continue updating it after the 3-year validation. To facilitate effective care for a child with diabetes it is necessary to form a partnership between the centre and the child's family with responsibilities for both, and centres should:

Ensure the family, parent or guardian provides the centre with:

- Details of the child's health problem, treatment, dedications and allergies.
- Their doctor's name, address and phone number, and a phone number for contact in case of an emergency.
- A Diabetes Care Plan following enrolment and prior to the child starting at the centre which should include:
 - When, how and how often the child is to have finger---prick or urinalysis glucose or ketone monitoring.
 - What meals and snack are required including food content, amount and timing
 - What activities and exercise the child can or cannot do.
 - Whether the child is able to go on excursions and what provisions are required.
- A Diabetes First Aid or Emergency Medical Plan following enrolment and prior to the child starting at the centre which should include:
 - What symptoms and signs to look for that might indicate hypoglycaemia (low blood glucose) or hyperglycaemia (high blood glucose)
 - What action to take including emergency contacts for the child's doctor and family or what first aid to give.

An up-to-date photograph of the child should be included on any action plan displayed at the centre.

In any medical emergency involving a child with diabetes, the centre staff should immediately dial 000 for an ambulance and notify the family in accordance with the Regulation and guidelines on emergency procedures, and administer first aid or emergency medical aid according to the child's Diabetes First Aid or Emergency Medical Plan, or a doctor's instruction.

Ensure at least one staff member who has completed accredited training in emergency diabetes first aid is present in the centre at all times whenever children with diabetes are being cared for in the service.

Ensure the family supplies all necessary glucose monitoring and management equipment.

Ensure the family and centre staff know it is not the responsibility of the centre staff to administer a child's insulin, or to administer parenteral injections of glucose or glucagon in an emergency. Ensure the family understands that a child's insulin should be administered before or after care in the centre.

Ensure there is a staff member who is appropriately trained to perform finger prick blood glucose or urinalysis monitoring and knows what action to take if these are abnormal.

Ensure there are glucose foods or sweetened drinks readily available to treat hypoglycaemia (low blood glucose), e.g., Glucose tablets, glucose jelly beans, Lucozade.

If a child has had an episode of hypoglycaemia and needed glucose food or drink, also provide the child with a slow-acting carbohydrate food to help maintain blood glucose levels, e.g., milk, raisin toast, yoghurt, fruit.

Ensure a location in the centre for privacy for the child to do their own glucose monitoring or insulin administration if the child is able.

Ensure availability of meals, snacks and drinks that are appropriate for the child and are in accordance with the child's Diabetes Care plan.

Ensure opportunity for the child to participate in any activity, exercise or excursion that is appropriate and in accordance with their Diabetes Care Plan.

A list of children who have allergies or medical conditions and this should include an updated photo of the child and details of appropriate action to be taken will be kept near food prep area.

When meals are served or prepared by the Centre cook when a diabetic person or child is at the service, consideration will be given to food suitable for their consumption.

MANAGEMENT OF DIABETIC EMERGENCY

CAUSED BY LOW BLOOD SUGAR

A diabetic emergency may result from too much or too little insulin in the blood. There are two types of diabetic emergency – very low blood sugar (hypoglycaemia, usually due to excessive insulin); or very high blood sugar (hyperglycaemia, due to insufficient insulin). The more common emergency is hypoglycaemia. This can result from too much insulin or other medication, not having eaten enough of the correct food, unaccustomed exercise or a missed meal.

Signs and symptoms: If caused by low blood sugar, the person may:

- Feel dizzy, weak, trembly and hungry
- Look pale and have a rapid pulse

- Be sweating profusely
- Be numb around lips and fingers
- Appear confused or aggressive
- Be unconscious

IF CASUALTY **CONSCIOUS**:

- Give sugar, glucose or a sweet drink (e.g., soft drink or cordial – do not use 'diet' soft drinks or diabetic—type cordials).
- If Casualty has a blood glucose monitoring device – check blood sugars. Continue giving sugar every 15 minutes until casualty Blood glucose levels come back up to between 4-8mmol/L
- Loosen tight clothing.
- Seek medical aid if required.

IF CASUALTY **UNCONSCIOUS**:

- Follow DRSABCD
- Give nothing by mouth
- Call 000 for an ambulance

CAUSED BY HIGH BLOOD SUGAR

Signs and symptoms: If caused by high blood sugar, the person may:

- Be excessively thirsty
- Have a frequent need to urinate
- Have hot dry skin, a rapid pulse, drowsiness
- Have the smell of acetone (like nail polish remover) on the breath
- Be unconscious TIP – If unsure whether attack is caused by low or high blood sugar, give a sweet (sugar---containing) drink. Do not use 'diet' soft drinks. This could save the person's life, if blood sugar is low, and will not cause undue harm if blood sugar is high.

IF CASUALTY **CONSCIOUS**:

- Allow casualty to self---administer insulin (Do not administer it yourself, but help if needed).
- A casualty who has diabetes may carry a NovoPen™ to inject insulin or use an insulin pump. Seek medical aid if required.

IF CASUALTY **UNCONSCIOUS**:

- Follow DRSABCD
- Give nothing by mouth
- Call 000 for an ambulance

POLICY STATEMENT

Asthma management should be viewed as a shared responsibility. In relation to the handling of children with asthma at the service:

The Management will:

- Identify individuals with asthma during the enrolment process.
- Provide individuals with a copy of the Asthma Policy upon enrolment if requested.
- Inform all staff of the Asthma Policy and brief them on asthma procedures upon their appointment.
- Provide opportunity and encouragement for staff to attend regular asthma training and ensure that at least one trained member of staff is present during all onsite and offsite activities
- Ensure that all staff are informed of those with asthma in their care.
- Formalise and document the internal procedures for Asthma First Aid, for both individuals with a diagnosis of asthma, and those with no known diagnosis of asthma (first attack).
- Ensure that at least one Asthma First Aid poster is displayed in a key location.
- Ensure that the Asthma Emergency Kit contains a blue reliever puffer (e.g., Airomir, Asmol, Epaq or Ventolin), a spacer device and child mask if necessary and concise written instructions on Asthma First Aid procedures.
- Provide a mobile Asthma Emergency Kit for use on activities offsite.
- Identify and, where possible, minimise asthma triggers.
- Promptly communicate any concerns should it be considered that an individual's asthma is limiting his/her ability to participate fully in all activities.

Staff will:

- Ensure that they maintain current training in managing an asthma emergency.
- Ensure that they are aware of anyone in their care with asthma.
- Optimise the health and safety of each individual through supervised management of their asthma where required.
- Ensure that all regular prescribed asthma medication is administered in accordance with the information on the personalised Asthma Record or Asthma Action Plan.
- Administer emergency asthma medication if required according to the Asthma Action Plan. If no Asthma Plan is available the Standard Asthma First Aid Plan should be followed immediately.
- Promptly communicate, to management and where applicable, families, if they are concerned about asthma limiting an individual's ability to participate fully in all activities.
- Provide the contact details of Asthma Foundation NSW if further asthma advice is needed.
- Regularly maintain all asthma components of the first aid kit to ensure all medications are current and any asthma devices are cleaned after each use and ready to use.
- Encourage asthmatics to carry their reliever medication and use their medication as soon as symptoms develop.
- Identify and, where possible, minimise asthma triggers.

Families will:

- Inform staff, either upon enrolment or on initial diagnosis, if anyone has a history of asthma.
- Provide all relevant information regarding the individual's asthma via the Asthma Record as provided by their doctor.
- Notify the staff, in writing, of any changes to the Asthma Record during the year.
- Ensure that an adequate supply of appropriate medication (reliever) and spacer device clearly labelled is provided where applicable with the individual's name.
- Communicate all relevant information and concerns with staff as the need arises e.g., if asthma symptoms were present during the night.

ASTHMA FIRST AID: PROCEDURE IF SOMEONE HAS AN ASTHMA ATTACK

In a case where someone is having an asthma attack, the staff should immediately administer Asthma First Aid according to either (a) the provided Asthma Action Plan as signed by the family and doctor and/or doctor's written instructions, or, (b) follow the Asthma First Aid Plan below AND, if a first attack, call an ambulance (Dial 000).

Record any asthma incident and file the completed form with all incident reports.

It is recommended that you have an Asthma Emergency Kit containing a blue reliever puffer (Airomir, Asmol, Epaq or Ventolin) and a spacer in the event of an emergency where someone has difficulty breathing, a first attack of asthma where own medication is not available, or an individual's asthma reliever puffer is unavailable, expired or empty.

- Sit the person upright, stay calm and offer reassurance. Do not leave the person alone.
- Without delay, give four separate puffs of a blue reliever* (Airomir, Asmol, Epaq or Ventolin). The medication is best given one puff at a time via a spacer device. Ask the person to take four breaths from the spacer after each puff of medication. If a spacer is not available simply use the puffer on its own.
- Wait four minutes. If the person's condition suddenly deteriorates or you are very concerned, call an ambulance immediately (Dial 000).
- If there is little or no improvement repeat steps two and three. If there is still no improvement call an ambulance immediately (Dial 000). Continue to repeat steps two and three while waiting for the ambulance.

* A Bricanyl Turbuhaler may be used in first aid treatment if a puffer and spacer is not available

If someone has difficulty in breathing and there is no notification on any written communication from about him/her having asthma, call an ambulance immediately and follow the Asthma First Aid Plan. No harm is likely to result from giving a reliever puffer to someone without asthma.

D-14 ACCIDENTS

POLICY STATEMENT

We will ensure the safety and wellbeing of staff, children and visitors, within the centre and on excursions, through proper care and attention in the event of an accident. The centre will make every attempt to ensure sound management of the injury to prevent any worsening of the situation. Parents or emergency contacts will be informed immediately where the accident is serious.

CONSIDERATIONS

- National Standards - Section 2.4 (Illness and Accidents)
- Occupational Health and Safety Act
- Duty of Care

PROCEDURE

"The person caring for the child assumes responsibility for acting in the best interests of the child in the event of an injury. The careful exercise of this discretion is considered part of the staff's duty of care." (*Guide to the Law for Children's Services*, NSW Community Child Care Co-op)

Parents are required to provide written consent for staff to seek medical attention for their child if required before they start in the centre. This will be recorded on the enrolment form.

Parents will be required to supply the contact number of their preferred doctor and Medicare number and expiry date.

Staff will be required to supply two contact numbers in case of an emergency or accident.

If a child, staff member or visitor has an accident while at the centre they will be attended to immediately by a staff member who holds a first aid certificate.

In the case of medication being required in an emergency without prior consent of the parents/guardians, staff are to secure that consent from a registered medical practitioner.

Anyone injured will be kept under adult supervision until they recover or an authorised person takes charge of them.

MINOR ACCIDENT

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

- Assess the injury.
- Attend to the injured person and apply first aid as required.
- Ensure that disposable gloves are used with any contact with blood or bodily fluids.
- Ensure that all blood or bodily fluids are cleaned up and disposed of in a safe manner.
- Ensure that anyone who has come in contact with any blood or fluids wash in warm soapy water.
- Record the incident and treatment given in the accident book, indicating name, date, time, nature of injury, how occurred, treatment given and by whom, to be signed by staff and witnessed if possible.

- Obtain parent's signature confirming knowledge of the accident.
- Notify the parents either by phone after the incident if seen fit or on their arrival to collect the child.

MAJOR ACCIDENT

In the case of a **major** accident requiring more than first aid, the first aid attendant will:

- Assess the injury, and decide whether the child needs to be attended to by local doctor or whether an ambulance should be called and tell the Coordinator of their decision.
- If the child's injury is serious the first priority is to get immediate medical attention. Although parents should be contacted straight away, if this is not possible, there should be no delay in organising proper medical treatment. Keep trying to contact the parents in the meantime. (NB: In cases where court orders regarding access are in place, we will first attempt to contact the parent who is responsible for the child at the time of the event.)
- Attend to the injured person and apply first aid required.
- Ensure that disposable gloves are used with any contact with blood or bodily fluids.
- Stay with the child until suitable help arrives, or further treatment taken.
- Try to make the child comfortable and reassure them.
- If an ambulance is called and the child is taken to hospital a staff member will accompany the child and take the child's medical records.
- Record the incident and treatment given on the accident report form, indicating name, date, time, nature of injury, how occurred, treatment given and by whom, to be signed by staff and witnessed if possible.
- Obtain parent signature confirming knowledge of the accident.

The coordinator will or other responsible staff member will:

- Notify the parents or emergency contact person immediately regarding what happened and action taken. Every effort will be made not to panic the parents.
- Ensure that all blood or bodily fluids are cleaned up in a safe manner.
- Ensure that anyone who has come in contact with any blood or fluids washes in warm soapy water.
- Try to reassure the other children and keep them calm, keeping them informed about what is happening, and away from the injured child.

Staff will adhere to the Hygiene policy in all accident situations.

Accidents which result in serious injury to a child must be reported to:

- Parents/guardian
- An ambulance service
- The police
- ACECQA
- The management committee
- The centre's insurance company (currently Guild Insurance)

Clear emergency procedure 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.

In the case of a **head injury**, it will be assessed and the appropriate procedure (either for a minor or major injury outlined above) will be followed; however, staff will attempt to contact the parents via telephone to inform them prior to collecting the child.

D-15 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.

CONSIDERATION

NSW Department of Community Services Guidelines

PROCEDURE

The death of a child must be reported to:

- An ambulance service
- The police
- ACECQA
- The management committee

Clear emergency procedure 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.

D-16 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 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

- National Standards - Section 2.3 (Infectious Diseases), Section 2.4 (Illness and Accidents)
- 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 38°.
- Is crying constantly from discomfort.
- Vomits or has diarrhoea.
- 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, 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 diarrhoea 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 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 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 or 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

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.

POLICY STATEMENT

Coronavirus disease (COVID-19) is an infectious disease caused by the SARS-CoV-2 virus. Most people who fall sick with COVID-19 will experience mild to moderate symptoms and recover without special treatment. However, some may become seriously ill and require medical attention. ANOOSHCA endeavours to protect all volunteers, staff, families and children from serious illness by implementing strategies and following guidelines as advised by NSW Health.

PROCEDURE DURING A MANDATED LOCKDOWN:

SUSPENSION OF BOOKINGS

ANOOSHCA will allow suspension of care during a lockdown period to support government guidelines for families to keep children at home.

It is a family's responsibility to inform the Centre that they wish to suspend and will be keeping their child/ren home during the lockdown period.

Bookings will resume as per Pre Covid lockdown, in line with Government advice on schools returning.

Parents who wish to continue suspension due to a change in work circumstances after a COVID-19 period are required to put the request in writing to the service, ANOOSHCA will consider the request in line with the suspension policy.

FEES DURING A LOCKDOWN/OUTBREAK

Although it is ANOOSHCA's preference to not charge families for suspension of care due to a lockdown, the decision to not charge will be based on Government funding packages and the financial position of the Centre at the time.

Fees will continue to be charged where a family does not notify the service of their intention to suspend care during the lockdown.

ANOOSHCA reserves the right to enforce existing policies regarding Outstanding Fees. Where fees have not been paid up, this Service reserves the right to refuse care up until any outstanding fees are paid.

Families who have paid fees in advance and may now not be paying for care can be credited or refunded based on the existing policies of ANOOSHCA.

SERVICE ACCESS DURING LOCKDOWN PERIODS:

Unless directed to close due to a localised outbreak, ANOOSHCA will remain open during times of lockdown for children of essential workers as defined by NSW Health or Vulnerable children, families at risk of abuse or neglect, Disadvantaged children or Families with difficult or exceptional circumstances.

Children must have attended school for the day/s they require care at ANOOSHCA.

ANOOSHCA may request a letter from both parents' employers to confirm that care is required for work purposes as there is no adult in the household to provide care.

Families new to the Service may be given bookings at the discretion of this Service. New families will be required to complete all relevant enrolment forms and documents, and may be asked to provide proof of immunisation, and/or pay fees attached to the enrolment process as required by any existing Policies and Procedures.

VISITORS

During periods of high community transmission rates or during an outbreak of COVID19, all non-essential visitors will be unable to attend ANOOSHCA.

When stay-at-home orders are lifted ANOOSHCA will Continue to follow COVID-19 safe practices such as physical distancing, mask wearing and where possible gathering outdoors. Visitors will be required to supply vaccination certificates and will be reminded not to attend if they have any symptoms of COVID-19.

CHECKING-IN PROTOCOL

Families are required to adhere to NSW Health advice. This advice may pertain to parents wearing a mask at all times while at the service or checking in/out ANOOSHCA via the QR code.

Families are requested to drop off/collect children at the ANOOSHCA entry gate and not enter the area*. The adult responsible for dropping off/collecting children, must ensure the educator supervising the gate sights and signs in their child/ren. If an educator cannot be seen, the adult should phone the Centre mobile number, displayed at the gate.

Exceptions will be made for children with additional support needs.

All adults including staff, visitors, trades people etc. are required to sign in using the QR code. ANOOSHCA has a separate QR code to the school as this makes it easier for NSW Health to do contact tracing based on the specific operating hours of the business.

If families are attending school during school hours, they should use the school QR code. If families are attending ANOOSHCA during ANOOSHCA business hours, they should use the ANOOSHCA QR code. If families are unsure and wish to use both they may do so. This is to ensure effective contact tracing, should a risk arise. The ANOOSHCA QR code will be displayed near the entry gate to ANOOSHCA.

*During times of high transmission, ANOOSHCA will use the Johnston St gate nearest the lower primary playground to minimise contact with school community.

PHYSICAL DISTANCING & VENTILATION

ANOOSHCA reserves the right to cap booking numbers to reflect current physical distancing recommendations.

ANOOSHCA will endeavour to maintain physical distancing between adults of 1.5m, wherever possible. For adults who have an exemption for wearing a face mask, physical distancing should be practiced wherever possible.

Outdoor programs will be encouraged to support distancing and fresh air while considering sun safe practices. Where possible, windows will be opened to allow for ventilation.

Air conditioning units will be regularly serviced.

VACCINATIONS:

(Updated in response to mandate lifting 13th May 2022)

ANOOSHCA staff and educators are encouraged to be vaccinated against Covid- 9. Educators will be reminded of the risks of not being vaccinated against Covid- 9.

[COVID-19 guidelines for ECEC services \(nsw.gov.au\)](https://www.nsw.gov.au/health-and-care-services/news/COVID-19-guidelines-for-ECEC-services)

MASKS

ADULTS

In line with current health advice, Face masks are required to be worn by all adults in indoor areas (subject to exemptions or a change in the health advice).

Masks are to be worn by staff when engaging with other adults, such as during pick-up and drop-off, and in administrative areas of the service.

Staff members are exempt from the requirement to wear face masks where a child in care is deaf or hard of hearing, or where the clear enunciation or visibility of the educator's mouth is essential. Where a staff member is exempt from the mask wearing requirement, the staff member should ensure physical distancing is practiced where possible.

[Face mask rules | NSW Government](#)

CHILDREN

ANOOSHCA will follow the same rules for mask wearing as the school in accordance with current Department advice. Each school is assigned a level that align to Health settings regarding stay-at-home rules and other restrictions

Levels 4, 3 plus, and 3: face masks are required in all indoor and outdoor settings for all staff. Face masks are required in all indoor settings and recommended in all outdoor settings for students in Year 7 and above. Masks are recommended indoors and outdoors for primary students. [Advice for families \(nsw.gov.au\)](#)

Level 2 While in indoor settings in schools, masks or face coverings are recommended for all staff and all students K-12.

Level 1 has no requirement, but adults and students may choose to wear a mask.

While encouraged, ANOOSHCA will not enforce children to wear masks.

STRONG HYGIENE PRACTICES

ANOOSHCA will maintain hygiene and cleanliness in line with existing health and hygiene policies and procedures.

High-touch areas and other hard surfaces such as door handles, tabletops, light switches and handrails are included as a part of a daily cleaning schedule and more frequently if relevant. Regular disinfecting will take place and toys and resources will be maintained in accordance with 'Staying Healthy: Preventing infectious diseases in early childhood education and care services.' The most up-to-date advice on cleaning after a confirmed case of COVID-19 can be found [COVID-19 guidelines for ECEC services \(nsw.gov.au\)](https://www.nsw.gov.au/health-and-care-services/news/COVID-19-guidelines-for-ECEC-services)

Educators and children will be reminded about regular hand washing and this will be a part of Centre routines.

During periods of high community transmission rates, an educator will be designated to sign children in and out however when restrictions ease and parents resume sign in/out procedures, an educator will disinfect iPads between parents signing.

FACE-TO-FACE MEETINGS

During periods of high community transmission rates, events such as committee meetings, staff meetings, AGM, orientation for new families, Educator interviews, Platforms such as Zoom or telephone conversations will be utilised. Where restrictions are lifted, Face to Face meetings will proceed with Covid safe practices in place.

EXCURSIONS

ANOOSHCA will follow current NSW Health and DECEC advice when considering excursions. Where excursions are permitted, a risk assessment will be prepared with consideration to covid safe practices. ANOOSHCA will seek out venues with Covid safe practices with a preference to the outdoors.

SICK CHILDREN/PARENTS/EDUCATORS

All families and educators attending this Service are obliged to consider the health and safety of others present at this Service. We request that families and educators follow all isolation guidelines and government advice, to minimise the risk of infection at our Service.

If a child is exhibiting cold or flu-like symptoms, they will be unable to attend ANOOSHCA and families are asked to seek guidance from a doctor before returning to ANOOSHCA.

Educators are not to come to work if displaying symptoms of Covid 19 and should give as much notice as possible so that alternative educators can be arranged. A negative Covid result will be required before returning to work.

If a child becomes sick whilst at ANOOSHCA, a sick bed will be set up near ANOOSHCA administration area away from other children and parents will be contacted to collect the child as soon as possible.

COVID POSITIVE CASES

NSW Health or the NSW Regulatory Authority (Department of Education) will provide direction in relation to closures due to a possible or positive case of COVID-19 linked to the ANOOSHCA community. If directed to close, ANOOSHCA will comply with this direction and follow the steps as directed. This is subject to change with changes to current rules.

Currently, when ANOOSHCA is made aware of a positive Covid 19 case, NSW Health and ECEC guidelines for families information will be sent out to all educators and families who attended up to 48 hrs prior to the last time the positive case attended. Requesting families to monitor for symptoms. ANOOSHCA will undertake stringent cleaning of the service after positive cases.

D-18 IMMUNISATION

POLICY STATEMENT

We respect the right of individual parents whether to immunise or not to immunise their children. However, children who are not immunised will be excluded for the period of an outbreak that is a vaccine-preventable disease. Proof of immunisation will be sought at the enrolment stage and recorded in the enrolment form.

CONSIDERATIONS

- Department of Health Recommendations
- FaCS policy as outlined in OSHC Handbook

PROCEDURES

Parents will provide the centre with documented evidence of their child's immunisation status.

This information will be recorded in the enrolment form.

In the event of an outbreak of vaccine-preventable disease at the centre or school attended by children at centre, children not immunised will be required to stay at home for the duration of the outbreak, for their own protection.

The Public Health Unit will be notified if any child contracts a vaccine-preventable disease.

Payment of fees will be required for children excluded during an outbreak of a vaccine-preventable disease, unless other arrangements, discussed and agreed to by the management committee, have been made.

STAFF

The centre will cover associated reasonable costs where staff opt to receive the following immunisations, along with other immunisations and subsequent boosters recommended for educators:

- hepatitis B
- diphtheria
- whooping cough
- tetanus
- influenza
- Pneumococcal Disease

D-19 ALLERGIES AND ANAPHYLAXIS

POLICY STATEMENT

We aim to provide safe and effective care of children by ensuring that staff are fully aware of reactions to, and management of, any child's allergies.

PROCEDURE

Parents will be asked to inform the centre of any allergies the child may have at the time of enrolment.

This information will be recorded on the child's enrolment form.

Where a child has an allergy the parents will be asked to supply a letter from their doctor explaining the effects if the child is exposed to whatever they are allergic to and to explain ways the staff can help the child if they do become exposed.

If a food allergy exists, parents will be asked to supply any particular diet if required.

All food allergies will be placed on a notice near the kitchen area to remind staff. A list of what they cannot eat along with alternatives will be recorded.

All staff are to make themselves aware of this list.

All relief staff will be informed of the list on initial employment.

ANAPHYLAXIS

Parents/guardians of a child at risk of anaphylaxis shall:

- Inform staff, either on enrolment or on diagnosis, of their child's allergies.
- Provide staff with an anaphylaxis action plan.
- Provide staff with a complete EpiPen kit including child's name.
- Regularly check the EpiPen expiry date.
- Assist staff by offering information and answering any questions regarding their child's allergies.
- Notify the staff of any changes to their child's allergy status and provide a new anaphylaxis action plan in accordance with these changes.
- Communicate all relevant information and concerns to staff, for example, any matter relating to the health of the child.
- Comply with the Centre's policy that no child who has been prescribed an EpiPen is permitted to attend the service or its programs without that EpiPen

D-20 ADMINISTRATION OF MEDICATION

POLICY STATEMENT

Our service seeks to ensure the proper care and attention to all children through specific guidelines regarding use of medications. To ensure the interests of staff, children and parents are not compromised, medication in its original packaging will only be administered with the explicit permission of the parents, contacts who have been authorised by the parents as per child's enrolment form, or in the case of an emergency with the permission of a medical practitioner.

In order for the staff to properly care for children the service has an expectation that parents will inform Educators if children are receiving medication at home or school, the nature and purpose of the medication and possible side effects it may have for the child. Educators will use this information to support the child's participation in the service ("My Time, Our Place" 4.3)

CONSIDERATIONS

- National Law 167 (Protection from Harm and Hazard)
- National Regulations 92-96, 178, 181-184
- National Standard 2; Element 2.1.1
- "My Time, Our Place", Outcome 3 (2. Children take increasing responsibility for their own health and wellbeing)
- Service policy on "Medical Conditions"
- Service policy on "Confidentiality"

PROCEDURE

Prescription medication will be administered only to the child for whom it is prescribed, from the original container bearing the child's name and with a current use by date. Medication will only be administered by a certified supervisor during service operating hours.

In the event that a case of emergency requires verbal consent to administration of medication the service will provide written notice to the parent as soon as practical after administration of the medication.

No authorisation is required in the event of an asthma or anaphylaxis emergency, however, if treatment is given, parents must be notified as soon as possible and an ambulance called by another staff member if available, or as soon as possible after the treatment has been given.

Authorisation from anyone other than the parent/authorised contact or medical practitioner cannot be accepted.

Parents/ guardian who wish medication to be administered to their child will complete the medication form providing the following information:

- Name of child
- Name of medication
- Details of when the medication was last given to the child.
- Details of the date, time and dosage to be administered. (General time, e.g., lunchtime will not be accepted.)
- Signature of parent/guardian

Medication must be given directly to a certified supervisor and not left in the child's bag. Educators will store the medication in the designated secure place, clearly labelled and ensure that medication is kept out of reach of the children at all times.

Medication and permission for a child to self-medicate will be administered with a parent's/guardian's written permission only, or with the verbal approval of a medical practitioner or parent in the case of an emergency.

If anyone other than the parent is bringing the child to the service, a written permission note from the parent or the relevant authorised contact, including the above information, must accompany the medication.

Before medication is given to a child the certified supervisors (with current First Aid Certificate) who is administering the medication will verify the correct dosage with another educator who will also witness the administration of the medication.

After the medication is given the certified supervisor will record the 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 staff will complete the medication form and write the name of the medical practitioner for the authorisation.

Where medication for treatment of long-term conditions such as asthma, epilepsy, 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. This plan must be provided by the doctor.

D-21 HIV/AIDS/HEPATITIS

POLICY STATEMENT

We respect the right for all children to be loved and cared for and aim to provide a safe and secure environment for all children in the centre. We will not discriminate against any child or family's right to achieve that care as outlined in the law.

We believe that HIV/AIDS and Hepatitis are best dealt with by preventative measures and will ensure that clear guidelines are given to eliminate the risk of spreading the diseases and ensure the safety of all staff and children.

Proper confidentiality will also apply.

CONSIDERATIONS

- National Standards - Section 5.3 (Maintenance of Records)
- Federal Disability Discrimination Act
- Equal Opportunity Act
- Occupational Health and Safety Act

PROCEDURE

Under the Federal Disability Act and the Equal Opportunity Act, no discrimination will take place based on a child's/parent's/staff member's HIV status.

Discrimination in regard to access to the centre is unlawful. A child with HIV or Hepatitis B or C has the right to obtain a position in the centre should a position become available and a staff member the right to equal opportunity of employment.

A child with AIDS shall be treated as any other child, as HIV is not transmitted through casual contact. The child shall be comforted by cuddling, hugs and holding hands.

Where staff are informed of a child, parent or other staff member who has HIV/AIDS or Hep B or C, this information will remain confidential at all times. A breach of this confidentiality will be considered a breach of discipline.

Staff will ensure that no discussion is made other than insuring proper care of all children is maintained.

No conversation is to be undertaken in hearing of any unauthorised adults, or around the children.

Proper safe and hygienic practices will be followed at all times. (See Hygiene policy for details.)

No-one will ever be denied the right to first aid.

All children will be considered as infectious. All staff dealing with open sores, cuts and bodily fluids with any child or adult shall wear disposable gloves.

Staff with cuts, open wounds or skin disease 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. A mask will be stored in the first aid cupboard.

Any exposure should be reported to the Coordinator and management to ensure proper follow up procedures occur.

Note: Hot water may coagulate the blood and protect the virus from the soap or disinfectant. It is best to use cold or tepid water temperatures in all cleaning processes.

Any soiled clothing shall be handled using disposable gloves, soaked in disinfectant or hot soapy water. Clothing will be placed and sealed in a plastic bag for the parents to take home.

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.

Education can take the form of staff training, educational seminars, brochures, etc.

D-22 CHILD PROTECTION

POLICY STATEMENT

We believe that the welfare of all children is of paramount importance and that the centre has an obligation to defend the child's right to care and protection.

Staff and management have a responsibility to take action to protect children they suspect may be abused or neglected.

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

ANOOSHCA will also implement the 10 child safe standards that have been developed for organisations to help keep children safe.

CONSIDERATIONS

- Children and Young Persons' (Care and Protection) Act 1998
- Department of Community Services Mandatory Reporting Guidelines
- Working with Children Check
- Office of the children's guardian

PROCEDURES

MANDATORY REPORTING

A mandatory reporter is someone who is required by law to make a report to Department of communities and Justice (DCJ) if they have current concerns about the safety, welfare or wellbeing of a child. A child is a person under 16 years. There are penalties for failing to make a report.

In OOSH services mandatory reporters are:

- Educators who 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.

(From Information supplied by Department of Community Services Helpline Information Kit 2001)

CHILD SAFE STANDARDS

The mandatory 10 child safe standards are:

- Standard 1: Child safety is embedded in institutional leadership, governance, and culture
- Standard 2: Children participate in decisions affecting them and are taken seriously
- Standard 3: Families and communities are informed and involved
- Standard 4: Equity is upheld and diverse needs are taken into account

- Standard 5: People working with children are suitable and supported
- Standard 6: Processes to respond to complaints of child sexual abuse are child focused
- Standard 7: Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training
- Standard 8: Physical and online environments minimise the opportunity for abuse to occur
- Standard 9: Implementation of the Child Safe Standards is continuously reviewed and improved
- Standard 10: Policies and procedures document how the institution is child safe.

Staff will undergo training in relation to child protection and notification as part of the training budget.

Any staff member who forms a belief on reasonable grounds that a child is being abused or neglected or has any concern about the safety, wellbeing or welfare of a child should notify:

- DCJ Child Protection Helpline (132 11), or
- or make an eReport:
<https://reporter.childstory.nsw.gov.au/s/login/?ec=302&startURL=%2Fs%2Farticle%2FHow-to-create-an-eReport-in-the-Reporter-Community>

The Helpline will take requests from across NSW 24 hours a day, for the cost of a local call. All calls are answered by specialised child protection staff.

Staff should remember that it is not their responsibility to prove the abuse, just to have reasonable suspicion that abuse or neglect has occurred.

Staff may wish to discuss correct procedures to be followed with the Coordinator.

Reports should be treated with strict confidentiality.

Staff will leave the situation in the hands of the designated Departmental officers once a report has been made. They should not discuss the issue with parents, or try to undertake any investigation into the situation.

The staff will not question the child or parents prior to any discussions with the Departmental Helpline Officers.

Should the situation arise where the child is considered in immediate danger and the child is taken into Departmental care, staff are to follow the advice of the Departmental Officers.

In all situations staff will follow the advice of the Departmental Officers and ensure that confidentiality is observed at all times.

Staff should be aware that they are protected as a notifier under the Children and Young Persons (Care and Protection) Act 1998

The following has published information on mandatory reporting. The following resources for staff and mandatory reporters should be available at the centre for referral at all times.

- <https://www.facs.nsw.gov.au/families/Protecting-kids/mandatory-reporters/how-to>
- <https://reporter.childstory.nsw.gov.au/s/login/?ec=302&startURL=%2Fs%2Farticle%2FHow-to-create-an-eReport-in-the-Reporter-Community>

D-23 REPORTABLE CONDUCT – IDENTIFYING AND RESPONDING TO ALLEGATIONS AGAINST AN EMPLOYEE/VOLUNTEER

POLICY STATEMENT

The safety, welfare and wellbeing of children and young people are vital and a key priority for ANOOSHCA. Our aim is to create a child safe environment and have clear child protection procedures in place to prevent or minimise any related risks to children. This is also critical when responding to allegations against employees, should they arise. ANOOSHCA also has a responsibility to ensure its employees are treated fairly and the rights of the employee are respected during an investigation and any disciplinary process as a result of the investigation.

Parents and other guardians of children attending ANOOSHCA have a right to expect that their children will be safe and looked after during their time with the service, and that all protective measures will be considered for children should an allegation arise. To ensure confidence in the service, parents and other guardians will be provided with advice about this policy, as well as an identified position whom they can report any concerns to in relation to the conduct of an employee.

CONSIDERATIONS

- Children and Young Persons (Care and Protection Act) 1998
- Ombudsman Act 1974
- Education and Care Services National Laws and Regulations 2010
- (NSW) Crimes Act 1900

PROCEDURES

If a *reportable allegation is made against any staff member or volunteer at the service, the service is required to notify the Office of the Children's Guardian within seven business days of becoming aware of the information. This person most likely to report would be the coordinator, however if the Coordinator or person in charge is suspected, then the Chairperson of the management committee should be informed and make the report. Further to this:

- criminal offences must be reported to the Police.
- Significant risk of harm concerns for a child (or group of children) must be reported to the Child Protection Helpline.

The facts as stated will be recorded in writing including dates, times, name of person involved, name of person making the allegation and the person making the report. This report should be kept on record and treated as strictly confidential. The service will investigate the reportable allegation and make a finding about and report this to the office of the children's guardian within 30 days.

The coordinator and management are to follow the advice of the Departmental officers.

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 followed up or resolved.

Support should be given to people making an allegation or persons who have been suspected. This support can be given in the form of counselling or referral to an appropriate agency

ANOOSHCA must assess and manage risk to the child, their employee and others. They may also need to consult with Police and the Department of Communities and Justice before doing anything that might compromise an investigation

**The Children's Guardian Act 2019 defines reportable conduct as: a sexual offence, sexual misconduct, ill-treatment of a child, neglect of a child, an assault against a child, an offence under s 43B (failure to protect) or s 316A (failure to report) of the Crimes Act 1900; and behaviour that causes significant emotional or psychological harm to a child.*

All matters must be dealt with strict confidentiality.

More information on reportable conduct:

<https://ocg.nsw.gov.au/organisations/reportable-conduct-scheme/how-scheme-works#section-target-1>

D-24 PROVIDING A CHILD SAFE ENVIRONMENT

POLICY STATEMENT

ANOOSHCA endeavours to provide an environment that ensures the safety, health, and wellbeing of children at all times. The welfare and protection of all children is of paramount importance. Educators will maintain the premises and equipment, adhere to procedures regarding safe practices and operate in line with legislative requirements relating to child protective practices and the Education and Care Services National Regulations and Law. Educators and management are aware of their legal responsibility as Mandatory Reporters to take action to protect and support children they suspect may be at significant risk of harm. Educators will ensure that children are adequately supervised at all times and that every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury or trauma. ANOOSHCA will implement the child safe standards as outlined below.

PROCEDURES:

MANAGING THE FACILITY

SECURITY

Only approved educators and management members will be given a key to access the building and equipment areas.

ANOOSHCA will adhere to the 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 into the service of any kind.

Educators will remain at the service until the police arrive or inform them of what to do.

BUILDINGS, EQUIPMENT AND MAINTENANCE

Service premises and all equipment and furniture will be maintained in a safe, clean condition and in good repair at all times. This will be achieved by the completion of daily safety checks.

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.

Electrical appliances shall be in good working order and electrical tagging and fire equipment will be checked.

Provision will be made in the budget for regular maintenance and repair work and for deferred costs of major capital repairs.

All contractors should have their own public liability insurance.

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 record will be kept that records any maintenance that needs to be addressed. The maintenance record will include.

- 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. This may be the school maintenance contractor, or a contractor as approved by the committee.

Non-urgent repairs will be recorded in the maintenance record. 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 decide 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 the service is safe for educators and clientele.

Should the service be considered unsafe or as being a health risk, then the service will be closed, after notice has been given to all relevant parties, until the problem has been rectified.

The service 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.

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 the service.

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 the service 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 the service 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 the service 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 the service 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

The Nominated Supervisor will only enrol the number of children in the service, which can comfortably fit into the building space and in accordance with the space requirements prescribed in the National Regulations.

The service's environments will be smoke free.

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 where possible including:

- Signing children in/out of the service.
- 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 through 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. 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.

D-25 BEHAVIOUR GUIDANCE

POLICY STATEMENT

We aim to provide an environment where all parents, staff and children feel safe, cared for and relaxed and which encourages co-operation and positive interactions between all persons. Rules will be clearly established based on safety, respect for others, order, cleanliness and which help create a caring environment. Positive behaviour will be encouraged and self-discipline skills developed through positive example and direction.

CONSIDERATIONS

- Children's and Young Persons (Care and Protection) Act 1998
- Voluntary Code of Practice, Section 12 (Exclusion for unacceptable behaviour)
- United Nations Convention on the Rights of the Child
- Play - Rights and Responsibilities of children, staff and parents for a co-operative OOSH environment (Network)

PROCEDURES

Basic rules and clear guidelines of acceptable behaviour will be established through consultation with staff and children.

Rules will encourage respect for the rights of others and help create a caring environment and be based on safety, order, cleanliness.

Children and parents will have the opportunity to be involved in developing rules and our centre's guidelines.

All rules will be clearly expressed in a positive way and reinforced consistently.

Staff, parents and children will be made aware of the rules.

Rules will be displayed.

Children will have the consequences to breaking the rules explained.

All consequences shall be relevant to the individual situation and not demeaning to the child.

No child is to be subjected to, or threatened with, corporal punishment.

No child is to have food or other basic needs withdrawn as part of a punishment.

Staff will only use time out for short periods, where children are encouraged to sit and think. Staff will follow up all time out situations by discussing the situation with the child and working together on better solutions for future behaviour.

Positive behaviour will be encouraged by role modelling, diverting children to more appropriate activities, showing appreciation for appropriate behaviour and building on each child's strengths and achievements.

Children are to be given opportunities that enable them to be responsible for their own behaviour through the development of problem solving skills.

Children will be encouraged to seek support when necessary.

Staff will have access to training and support in positive approaches to behaviour management. This will be made available as part of the training budget.

Staff, school and parents should work in partnership in promoting a consistent and positive approach to behaviour management.

Staff and parents will raise concerns as they arise and discuss ways of working together to assist children to make changes in inappropriate behaviour.

To assist in maintaining a positive, safe and caring environment the staff and children will have the following responsibilities.

The children will:

- Accept and value every child and adult regardless of race, cultural background religion, sex or ability.
- Treat each other with respect, courtesy and understanding.
- Be encouraged to maintain positive communication and relationships between staff, children and other adults.
- Ensure that appropriate language is used at all times.
- Know and fulfil their responsibilities.
- Settle their differences in a peaceful manner, try to use communication to resolve difficulties rather than resort to violence.
- Develop self-discipline skills through positive example and direction.
- Develop an understanding that behaviour results from choice made by the individual and that all behaviour has consequences.

The staff will:

- Accept and value every child and adult regardless of race, cultural background religion, sex or ability.
- Treat children with respect, courtesy and understanding.
- Maintain positive communication with the children at all times.
- When communicating with children staff will ensure that they are understood and communicate at the child's level in a friendly positive and courteous manner.
- Use voice intonations, facial expressions, and explanations as methods of discipline.
- Shouting at children should be avoided.

To encourage children to take responsibility for their actions, staff will:

- Initiate conversations with all children, and develop an understanding of the child and their interests.
- Form friendly and warm relationships with the children in their care and be supportive and encouraging.
- Ensure that expectations, relating to the children's behaviour is explicit and clear and consequences are consistently applied.
- Act as a role model for acceptable behaviour
- Encourage and praise acceptable behaviour.
- Focus on the behaviour, not the child.
- Give praise and positive feedback to the children as often as possible.
- Provide an environment, which will foster the child's self-esteem.
- Help children develop self-discipline skills through positive example and direction.
- Introduce older children to simple conflict resolution skills.

- Help children to appreciate and care for each other and their surroundings.
- Ensure that appropriate language is used at all times.
- Never single out any children or make them feel inadequate at any time.
- Avoid threatening or verbally abusing the children in any way.

CONSISTENT UNACCEPTABLE BEHAVIOUR

Where a child demonstrates consistent unacceptable behaviour the staff will:

- Ensure the child is aware of the limits and what is appropriate behaviour.
- Ensure the expectations are appropriate for the child's level of development and understanding.
- Review the consequences to ensure they are not inadvertently encouraging the behaviour.
- Look for and assess possible causes for the behaviour.
- Discuss the issue with the parents and the child.
- Record all incidents, indicating what happened before and after the incident, time, date and who was involved.
- Develop a plan of action involving behaviour management in discussion with all staff, parents, school, and other professionals as required.
- Record the plan of action, ensuring all are aware of how to implement this and develop an evaluation system and review date.

If the child physically hurts other children or adults the staff will:

- Remove the child from the situation.
- Ensure the other person is all right and given proper attention and care.
- Record the incident, indicating date, time, victim, injury, offender and attendant.
- Ensure that both sets of caregivers are notified of the incident.

EXCLUSION FOR UNACCEPTABLE BEHAVIOUR

Should unacceptable behaviour continue and the above strategies are not working the staff will inform the management.

The management in consultation with the staff will discuss the issue.

Where, in the interest of the child and other children at the centre, exclusion is seen as the only step to be taken this will be decided by the management. It will be considered only after:

- Adequate support and counselling.
- Parents have been notified and given the opportunity to discuss their child's behaviour.
- Parents have been referred to other agencies, where necessary.
- Careful consideration has been given to the problem by staff and management.
- Clear procedures have been established for accepting the child back into the centre.

Strategies outlined in Network's 'Play, Rights and Responsibilities' should be followed.

POLICY REVIEW INFORMATION

Policies in this section: Health and Safety

Reviewed On:

Due for Review:

.....
Signed on and behalf of the ANOOSHCA Management Committee

E. PROGRAMMING

E-1 ORIENTATION FOR NEW CHILDREN AND FAMILIES

New children are invited to visit the centre before they start and where possible spend some time at the service with their family to familiarise themselves with the environment and routine. Families are encouraged to arrange a meeting time to discuss any specific needs or concerns they may have.

Kindergarten children are collected by after care staff from the classroom teacher.

The Kindergarten OOSH staff will ensure that they are clearly identifiable to the new Kindies as an ANOOSHCA educator.

ANOOSHCA will endeavour to employ permanent or full time staff for the kindergarten program as we appreciate the need for consistency for the younger children.

Prior to children starting, ANOOSHCA will provide Kindergarten teachers with rolls for each day so that teachers are also aware to prep children that will be attending after care that afternoon.

The following is a checklist of what any new child/ren will be shown.

- Where the program/menu are displayed
- Where to place school bags/belongings
- Toilets
- Drinking water
- Sunscreen
- Out of bounds areas
- Basic child accessible art/craft, games, toys etc are kept
- Children to be introduced to all staff

Children will also be reminded:

- To approach Educators for any help or if they feel threatened, scared, upset.
- Of daily routines (i.e. washing hands, afternoon tea, pack up).
- To wear their hat for outdoor play when UV reaches 3^
- That they are free to choose the activities that they want to participate in

Educators will participate in regular small group discussions with new children within the first few weeks of starting. Observations will be made to ensure any new child/ren are settling in, remembering that some children will require more adult assistance than others. Educators will keep the lines of communication open with families and discuss any concerns they have with children settling into the centre and encourage families to do likewise.

E-2 DAILY ROUTINES

POLICY STATEMENT

We aim to provide daily routines that meet the needs of individual children in relation to each child's social, physical, intellectual, creative and emotional development.

As the centre is the child's time for play and leisure, this will be reflected in the daily routines.

CONSIDERATIONS

- National Standards - Section 4.2 (Written Programmes)

PROCEDURE

A daily routine will be discussed and organised by the staff.

The routine will reflect the centre's philosophy of care.

The routine will be structured around regular events of the day such as arrival, departure, school drop off and collection, morning and afternoon tea, and lunch during vacation care time.

The routine will provide a mixture of structured and unstructured activities.

The routine will take into consideration all children's needs in relation to their emotional, social, physical, creative and developmental areas.

Developing each child's own creative leisure skills will also be a consideration when planning the daily routine.

The routine will be adapted to meet the varying and changing needs of the children in relation to before school, after school, vacation care and seasonal conditions.

The routine will be recorded and displayed where staff and parents and children can clearly see.

The routine will be flexible to meet the needs of the children and allow for spontaneity and enjoyment in the centre.

E-3 WRITTEN PROGRAMS

POLICY STATEMENT

We aim to develop and implement a balanced program that is stimulating, interesting and exciting which allows opportunities for children to play, explore and develop new skills and is appropriate to the developmental and leisure needs of all children. Our centre's program will reflect the cultural diversity of today's society.

Children and parents are encouraged to be actively involved in the planning and implementation and evaluation of the program.

CONSIDERATION

National Standards - Section 4.2 (Written Programmes)

PROCEDURE

The coordinator and staff members will be responsible for the development of a child centred program, which reflects the philosophy of the centre and meets the social, physical, recreational, intellectual, creative and emotional developmental needs of the children attending.

Programs will be developed for all aspects of the centre, before school, after school, vacation care and school staff development days.

The written program will be prepared each day and be displayed for children and parents to see.

Staff will be allocated time each week to fulfil the task of programming as part of their duties.

Children and parents are encouraged to incorporate their views, ideas and specific interests into the program.

Staff will encourage feedback and input from children and parents in relation to the program.

Staff will regularly talk to parents concerning their child's interests and activities and respond to parents suggestions, requirements and expectations.

Children will be encouraged to be actively involved in the planning, implementation and evaluation of the program, through discussions, conversations, group meetings and planning.

All children's opinions will be considered.

The program will be recorded in the program book and clearly displayed for all staff, parents and children to see.

A written program for vacation care indicating excursions and times will be provided for the parents prior to the vacation care starting.

The program will be made available to any persons who wish to view it.

The program will be flexible to meet the needs of the children and allow for spontaneity and enjoyment in the centre.

Staff will interact with children and where appropriate participate in activities and encourage children to try new activities.

The program will be evaluated on an ongoing basis to ensure it is meeting the needs of individual children and the families in the centre.

Special group activities for older children may be organised as part of the program according to need. They should be implemented where there are suitable numbers of older children and adequate staffing levels can be maintained.

Excursions will also be organised as part of the program.

The program is to:

- Promote the importance of play in the child's life
- Reflect the cultural and language diversity of the local and wider community.
- Consider all developmental areas.
- Consider the age range of children.
- Consider individual and group interests, needs, skills, talents and abilities.
- Be balanced providing a range of indoor/outdoor activities, quiet/active times and areas, structured/unstructured activities.
- Provide a variety and choice of activities for the children.
- Be stimulating, interesting and exciting, to allow for opportunities to explore and develop new skills.
- Provide a variety of toys and equipment available to all children regardless of age or sex.
- Foster children's independence and self-help skills.
- Foster friendships and encourage co-operative and responsible behaviour among children.
- Provide children with opportunities for self-expression and self-direction.
- Provide an environment, which will foster the child's self-esteem.
- Help children develop self-discipline skills through positive example and direction.
- Help children to appreciate and care for each other and their surroundings.
- Make the children feel welcomed and valued in the centre.

E-4 GENDER EQUITY

POLICY STATEMENT

We aim to help the children develop their full potential regardless of their gender.

All children will be treated in the same manner and provided with the same access to all materials and equipment.

CONSIDERATIONS

- National Standards - Section 4.4 (Range of Equipment)

PROCEDURE

Staff shall accept and value every parent and child regardless of sex or ability.

Staff are to be aware of the way in which they treat individual children in regards to language, attitudes, assumption and expectation, and will treat all children in the same manner regardless of sex.

Staff are to be aware of the way in which they treat individual parents and each other in regards to language, attitudes, assumption and expectation, and will treat all people in the same manner regardless of gender or lifestyle.

The program will present positive experiences for the children, which are not based on sex role stereotypes.

All children will be encouraged to try a variety of activities regardless of sex.

Resource materials used in the centre will as far as possible be non-stereotyped.

Staff will provide a range of equipment, which is non-sexist and meets the needs of the children.

Staff should act as positive role models encouraging children to be involved in activities commonly stereotyped for the opposite sex.

Staff will be actively involved in a variety of activities regardless of sex.

Every effort will be made to employ staff, relief staff and volunteers from both sexes.

E-5 CULTURAL RELEVANCE/ANTI-BIAS

POLICY STATEMENT

We aim to recognise the diversity of cultures in Australia and help foster an awareness and acceptance of other cultures within each child, through the thoughtful integration of a variety of cultural activities in the program.

All activities and behaviour in the centre will be considerate of the cultural and linguistic diversity of the families within the community. Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.

CONSIDERATIONS

- Anti-Discrimination Act

PROCEDURE

Staff shall accept and value every parent and child regardless of race, cultural background religion, sex or ability or sexual preference of parents.

Staff will make themselves aware of the specific cultures represented in the families and general community of the centre.

No discrimination will be made against any family or child due to their culture, race or sexual preference.

Staff will not be judgemental towards the parents and respect any differences in childcare practices (with the exception of child protection concerns).

Staff will ensure parents have confidence in the centre's quality of care for their child by seeking information regarding their cultural issues.

Staff will encourage feedback and input from parents in relation to the program, policies or other issues in the centre, which are affected by the families' culture or race.

Parents will be invited and encouraged to contribute knowledge of their own culture to enhance the overall program.

All staff will undertake training and sharing of information regarding the various cultures and multicultural programming.

Staff are encouraged to share knowledge of their own cultures with other staff, parents and children and to incorporate this into the program.

Staff will make themselves aware of any issues or behaviour, which may be offensive to the various cultures and avoid possible offensive behaviour.

Contact should be made with the SUPS team in the local area for support, assistance and ideas.

All activities and behaviour in the centre will be considerate of the cultural and linguistic diversity of the families within the community.

Where possible parent information will be translated into other languages or translators will be provided by the centre.

Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.

Staff shall research and gain ideas regarding appropriate activities to be incorporated in the program.

Staff should be aware of and ensure that festivals and celebrations of many cultures are included in the program.

Cultural awareness should be integrated throughout all activities in the program and reflect an attitude of respect and positive appreciation for the differences in our society.

All activities in the centre will be checked to ensure that negative and discriminating images of particular cultures or life-styles are avoided.

INCLUSIVE AUSTRALIAN ABORIGINAL POLICY

The centre will respect, value and support all Australian Aboriginal families and community members and staff will model this.

The centre will provide children, families and other community members with access to information that reflects and appreciates the Australian Aboriginal culture.

The centre will aim to promote a physical environment that represents the Australian Aboriginal culture and community through resources such as books, toys, posters and instruments.

The centre will maintain community links with other agencies that support Australian Aboriginals such as SUPS, Network, ATSIC and schemes such as CEDP.

Staff will actively encourage feedback, input and participation in contributing the knowledge and skills of Australian Aboriginal families and community members to enhance the overall program.

The centre program will reflect the relationship between Australian Aboriginal people and their land by encouraging outdoor activities where the environment is a resource.

Staff will participate in training so that they can provide experiences that will enhance appreciation for the Australian Aboriginal culture whilst being aware of things that may be offensive.

Australian Aboriginal events such as NAIDOC week will be celebrated and incorporated into the program.

Where possible, Aboriginal and Torres Strait islander people will be employed as child care professionals by the centre.

The centre will ensure that Australian Aboriginal families are kept updated on issues through various avenues such as newsletters, notice boards and parent brochures.

The centre will aim to provide links between all Australian Aboriginal families attending the centre.

The centre will maintain confidentiality in respect of all its Australian Aboriginal families.

E-6 EXCURSIONS

POLICY STATEMENT

Our service will plan excursions to extend the educational programming at the centre. Excursions are designed to allow children to explore their physical and social environment, including their local community, away from the centre's premises ("My Time, Our Place" Outcome 2.1). Parental permission will be sought for all excursions and each excursion will be carefully planned and the potential risks assessed. When planning excursions, educators will take into consideration experiences that encourage children to investigate ideas, solve problems and use complex concepts and thinking, reasoning and hypothesising and to transfer and adapt what they have learned from one context to another ("My Time, Our Place" Outcomes 4.2, 4.3).

CONSIDERATIONS

- National Regulations 100 – 102
- National Quality Standard 2.3

PROCEDURES

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 specialized 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.
- The service's Health and Safety policies will be taken into consideration and implemented on excursions when necessary.

PERMISSION

Parents' permission must be obtained before any child is taken outside of the centre and specific permission is required for swimming. By signing the excursion permission form, the parent 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 parents 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

Adequate numbers of educators to effectively supervise the children must be rostered on for excursions. Numbers of educators must take into consideration the ages and developmental stage of the children attending the excursion and be based on a risk assessment of the excursion.

Head counts must be conducted regularly throughout the duration of the excursion.

Children will carry identification on excursions that clearly states the name of the service and the contact phone number.

An educator must inspect all public toilets before children use them. An educator and at least one other child must accompany any child when using a public toilet.

When walking the children, one educator must lead the group, another to follow at the back, and the remaining educators spaced along the group, walking on the road side of the footpath.

When crossing a road, a pedestrian crossing must be used if possible. If there is no pedestrian crossing, the safest way to cross the road must be determined. One educator must step out onto the road, and if necessary, stop traffic from both directions. The remaining educators then lead children across the road.

INFORMATION AND EQUIPMENT

Information and equipment to be taken on excursions will include:

- A list of all children with relevant personal details and parent 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 will call the Police and the parents.

TRANSPORTING CHILDREN TO/FROM AN EXCURSION

Children are only permitted to travel to an excursion on any form of transport with written permission from a parent.

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 the centre, it will be appropriate for children and the staff 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 centre 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 behaviour.

POLICY STATEMENT

Our service 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 to ensure 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. Drinking water will be accessible but hygienically stored and maintained.

Children will wear sun smart clothing for a water based activity, for example, hats and collared shirts and staff will role model effective sun smart behaviour, for example, seeking shade, wearing sunglasses and encourage the children to do the same.

CONSIDERATIONS

- Education and Care Services National Regulations: 168
- National Quality Standard: Standard 2.3
- Other Service policies/documentation: Health and Safety Policies, Excursion Policy
- Other: My Time, Our Place', Work, Health and Safety Act 2011.

PROCEDURES

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 the service environment. Children will be adequately supervised at all times during water play experiences.

WATER SAFETY IN RELATION TO EXCURSIONS

The service recognises the risks posed by bodies of water. The service 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 programmed water-based excursions.

The 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 activity
- 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.

A risk management plan will be undertaken for all excursions near or at bodies of water. Please refer to the service's Excursion Policy.

DEFINITION OF A BODY OF WATER

The service recognises the following locations are bodies of water:

- Swimming pools and /or water fun parks
- Wading pools
- Lakes
- Ponds
- The sea / ocean
- Creeks
- Dams
- Rivers
- Equipment used by the service 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 THE SERVICE

Water use within the service 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. These activities will be supervised at all times by adults and containers or troughs will be emptied onto garden areas after use. 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 "guns", 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 for children. If rain occurs during the day, outdoor play areas will be checked for safety prior to the children entering the outdoor environment.

E-8 VIDEOS AND FILMS

POLICY STATEMENT

Films and videos can be used as part of the program of activities after thoughtful consideration relating to the content and message of the film. Staff will ensure all videos and films are suitable for the children's ages and that parent's permission has been given.

CONSIDERATIONS

- Film ratings from Australian Broadcasting Authority
- Voluntary Code of Practice Section 12 (Videos and Films)

PROCEDURE

TV film and video will only be viewed that have a G or PG rating.

TV and Videos may be used and when used should be planned as part of a balanced program of activities. They could highlight a particular activity or interest in the program. They should not be a daily activity in the centre.

Videos or film may be planned as part of the program during vacation care and advertised in the program to the parents, but again is not to be used as a daily activity.

Parents should be notified that G and PG rated videos may be shown and permission sought on the enrolment form.

Staff should preview the film or video where possible.

Information regarding films should be given regarding:

- Title
- Rating
- General description of the content

Children should continue to be provided with other activities during the showing of a video and be properly supervised, even if the majority of the children are attending the viewing.

E-9 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 endeavour 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 other's 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.

CONSIDERATIONS

- Education and Care Services National Regulations: r73, r74, r76, r155, r156, r168
- National Quality Standard: Quality Area's 1, 5 and 6.
- Other Service policies/documentation: Parent Handbook, Staff Handbook, Programming and evaluation records, Grievance policy
- Other: 'My Time, Our Place'

PROCEDURES

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 strategizing 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.
- Maintain defined boundaries in regards to appropriate behaviour with children and engagement with their families.

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.

DEALING WITH CONSISTENTLY INAPPROPRIATE BEHAVIOURS

Where a child demonstrates unacceptable behaviour consistently, educators will:

- Ensure the child is aware of the limits and what is appropriate behaviour.
- Ensure the expectations are appropriate for the child's level of development and understanding.
- Look for and assess possible causes for the behaviour such as environmental factors.
- Discuss the issue with the child and their family members.
- Record all incidents that occur in relation to inappropriate behaviours, making note of the events leading up to the incident, the date and time, who was involved and how the incident was handled.
- Develop an action plan for the management of the specific behaviours and include a plan for regular discussions with all educators, children's families, school professionals etc. to review the action plans effectiveness and progression.

Where a child demonstrates behaviours that are physically harmful, educators will:

- Remove the child from the situation as quickly as possible.
- Ensure any children or educators involved have not been hurt and apply first aid where required.
- Record the details of the incident including date, time, people involved, people injured and the action taken.
- Ensure that the family members of all children involved in the incident are notified.

EXCLUSION FOR UNACCEPTABLE BEHAVIOURS

Should unacceptable behaviour continue and the above strategies have not worked effectively, the educators will inform management and discuss the issue.

Where, in the interest of the child and other children at the centre, exclusion is seen as a necessary step, this will be decided by management and will only be considered after:

- Adequate support and counselling has been provided
- Family members have been notified and given the opportunity to discuss the child's behaviour and strategies for creating change
- Referrals to other agencies have been suggested where necessary
- Educators and management have given careful consideration to the issue
- Clear procedures have been established for accepting the child back into the centre.

POLICY REVIEW INFORMATION

Policies in this section: Programming

Reviewed On:

Due for Review:

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Signed on and behalf of the ANOOSHCA Management Committee