

# Policies

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## Our Philosophy

As of December 2022, we will be implementing our new philosophy. We recognise the need to consistently evolve and review our values as the centre grows. Most notably, we strive to implement the 'My Time, Our Place' Framework in all areas of centre life.

At Asquith Community and After School Care Centre we acknowledge the Traditional Owners of our Land, the Durag and GuriNgai people, and pay our respects to our Elders, past, present, and emerging.

We acknowledge the importance of healthy relationships and engagement amongst children, family, and staff. We strive to embed the 'My Time, Our Place' Framework in all aspects of centre life which builds a common language about children's play and learning.

Children's needs are at the forefront of all centre practices and programming as we endeavour to become an inclusive child-led centre. We encourage active participation from staff and families to ensure this.

We believe that:

- Children have the right to feel safe, valued and supported in their learning environments.
- Children's agency is supported through intentional and involved play.
- Children are treated as capable and independent individuals through differentiated learning.
- Children of all needs and year groups are encouraged to engage and collaborate with each other to support an inclusive space.
- Children's cultural backgrounds are celebrated and acknowledged in our practices.
- We understand the rights of the child as laid out by the United Nations Convention on the Rights of the Child.

We believe that:

- Families are the paramount influence in a child's life.
- We encourage consistent communication between families and staff.
- We respect the input of families and encourage collaboration regarding programming and play.
- We welcome diverse families and acknowledge and respect their values and beliefs.

We believe that:

- Staff's primary concern is the health and safety of children.
- Staff are trained and competent in Child Protection regulations.
- Staff are encouraged to build healthy relationships with children based on mutual respect.
- Staff embed the 'My Time, Our Place' practices and ensure that all play is intentional and guided by Our Outcomes.
- Staff consistently participate in critical reflection which guides and furthers our practices.
- Staff's individual skills and abilities are valued and utilised.

# **Enrolment & Orientation**

## **Policy Statement:**

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

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

## **PROCEDURES**

### **Eligibility**

Access and eligibility will be subject to the Priority of Access Guidelines set down by the Department of Education, Employment and Workplace Relations (DEEWR), these are:

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

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

- Children in Aboriginal and Torres Strait Islander families
- Children in families which include a disabled person
- Children in families on low incomes
- Children in families from culturally and linguistically diverse backgrounds
- Children in socially isolated families
- Children of single parents.

### **Inclusion of children with additional needs**

Provision of places for children with additional needs will be made wherever possible, with a regular review period. Children with additional needs will be provided with the necessary support and resources to allow them to participate in the service where possible. The following considerations will need to be reviewed/approved:

- Assistance of KU services
- Review of the routine
- Review of the environment

Inclusion into the services will be dependant on individual child barriers and their strategies. The service will achieve this in collaboration with the family to ensure we maintain the best possible duty of care to children, educators and families.

## **Waiting list**

Where demand for care exceeds the service's number of approved places, families will be placed on the service's waiting list. When completing waiting list details families will be advised of the Priority of Access Guidelines.

Waiting lists will be determined through the 'My Family Lounge' portal depending on availability. A request for updating family details and contact numbers will be sent to each family on the waiting list via email. If the service does not receive an updated enrolment through the 'My Family Lounge' portal families will be removed from the list, as it is presumed the family is no longer requiring care.

## **Enrolment**

Enrolments will be created in line with the Priority of Access Guidelines and the Child Care System (CCS). There are four enrolment types under the CCSS:

- Formal enrolments
- Informal enrolments
- AMEP/Other enrolments
- Service Special Enrolment

Enrolments will not be accepted from families without full completion of the enrolment form. To secure the enrolment, parents are required to pay the administration fee decided by the service.

## **Attendance and enrolment records**

Accurate attendance records will be stored electronically, which record the following:

- Full name of each child attending the service
- The date and time each child arrives and departs
- The name of the authorised person collecting the child

All enrolment records for each child, including the above details will be kept at the service for 3 years after their last attendance. (Regulations 160, 161 and 162)

All enrolments and records will be electronically stored.

## **Child's attendance once enrolled.**

The service's responsibility for the child begins when placed in the staff's care by parent or guardian, or when they arrive from school for the afternoon session. If a child is to be absent on a day they are normally booked, the family must notify the service as soon as possible by email or phone and cancelling through the 'My Family Lounge' app. The rules for Allowable Absences under CCSS will be followed in relation to all absences.

- If a child who is enrolled with the service but is not on the roll for a particular day, arrives at the service, the Nominated Supervisor, or other relevant staff member will be contacted immediately to see if the child has been booked in for the day. If the child is not booked in for the day and the centre is at capacity (110), the child must be taken to the Asquith Public School office.
- If a child has not been enrolled, they must not be taken into care under any circumstances (unless at risk of significant harm). In this case, please contact the school and/or child's parents (if possible) immediately.

## **Cancellation of enrolment**

Cancellation of an enrolment may be initiated in two different situations:

- A parent advises the service that no further care needs to be provided
- The service identifies that care is no longer required or being provided (CCSS Ending Enrolments)

The family must give two weeks' notice in writing if they wish to cancel a child's enrolment; failure to do so will mean that the security deposit will not be refunded. Refunds may be granted under exceptional circumstances after discussion with the Nominated Supervisor.

CCSS guidelines will be followed once an enrolment is cancelled.

## **Confidentiality and storage of records**

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

## **Orientation**

Families who are enrolling their child for the first time will be sent the 'Parent Handbook' and the key policies for families prior to the child's first day at the service. Families should read this handbook so that their child is prepared for their first day at the service and to give them time to complete all relevant forms.

We advise parents to advise staff when they are greeted that it is their child's first day at the service and the staff member will introduce themselves and guide them through the sign-in/out process, check that all relevant forms and authorities have been signed and show them around the centre. The parent will then meet with the Nominated Supervisor, who will answer any questions the parent may have. The staff member will introduce the child to the other children and engage them in an activity. The staff member will remain with the child until they are settled and comfortable in the new environment.

## **Family access to the service when their child is present**

Regulation 157 requires Approved Services to allow parents access to their children while at the centre at all times unless permitting the parents entry would:

- (i) Pose a risk to the safety of the children and staff of the education and care service
- (ii) Conflict with any duty of the provider, supervisor or educator under the law
- (iii) The provider, supervisor or family day care educator is aware that the parent is prohibited by a court order from having contact with the child.

Any breach in these conditions will also be a breach in the signed 'Code of Conduct' that parents sign prior to enrolment. Appropriate action will be taken at the discretion of the Approved Provider.

Please refer to the Regulations for further information.

## **Attendance to Vacation Care**

Children must be enrolled in Primary School in order to be eligible to attend the service. Children of Preschool age will not be accepted into the program, except for the January Vacation care period immediately prior to them commencing Primary school – this enrolment will be accepted if the child is enrolled to commence Primary school.

Following the same principle, once a child has completed year six and graduated, they will only be able to attend the December Vacation Care. Children will not be able to attend the January Vacation Care immediately prior to starting High School.

In regard to Inclusion Support children, the Coordinator has the discretion to allow the child to remain enrolled at the centre once they have completed Primary School. This will depend on the individual needs of the child and done in the hopes of easing the transition to High School.

**CONSIDERATIONS:**

<b>Education and Care Services National Regulations</b>	<b>National Quality Standard</b>	<b>Service policies/documentation</b>	<b>Other</b>
158, 159, 160, 161, 162, 168, 177, 183.	6.1, 7.3.	Service Enrolment form Family Handbook Fee Policy Confidentiality Policy Delivery and Collection of Children Policy Acceptance & Refusal of Authorisations Policy Governance & Management Policy	<ul style="list-style-type: none"> <li>• Network Record Keeping Factsheet</li> <li>• Child Care Service Handbook (DEEWR)</li> <li>• A New Tax System (Family Assistance) Act 1999</li> <li>• Child Care Management System</li> </ul>

**ENDORSEMENT BY THE SERVICE:**

<p><b>Date for Review:</b> _____ <b>November 2024</b> _____</p> <p><b>Date Reviewed:</b> _____ <b>November 2023</b> _____</p>
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# Hours of Orientation

## **Policy statement:**

Asquith Community After School Care aim's to meet the needs of the parents in our local community who either, work, study or have other commitments, by operating for days and hours that allow them to reasonably get to and from work or place of study.

## **PROCEDURES:**

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

- Before School Care (BSC) – 7:00am to 9:00am
- After School Care (ASC) – 2:30pm to 6:30pm (or as agreed by the Management Committee)

The centre will operate during government school holidays (Vacation Care) Monday to Friday, between the hours of 7:00am to 6.30pm, or as agreed by the management committee.

The centre will also open from 7am to 6.30pm on designated government school pupil free days. This will be classed as a Vacation Care Day under our After School Care.

The centre will be closed on designated public holidays.

All parents will be notified of days of closure through our notice board, emails and newsletters home.

All hours of operation will be given to parents in our 'Parent Handbook' on the child's initial enrolment.

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

Please refer to dropping off and collection and late collection policy for further information regarding these procedures.

## **ENDORSEMENT BY THE SERVICE:**

**Date for Review:** \_\_\_\_\_ **November 2024** \_\_\_\_\_

**Date Reviewed:** \_\_\_\_\_ **November 2023** \_\_\_\_\_



# Fees

## **Policy statement:**

Asquith Community After School Care sets fees in accordance with its annual budget to meet the income required in developing and maintaining a quality service for children and families. We strive to ensure that our service is affordable and accessible to families in our community. The Approved Provider ratifies the budget annually, or as necessary, and monitors it carefully throughout the year.

## **PROCEDURES:**

### **MEMBERSHIP and INSURANCE**

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.

The annual fee to cover membership of the Incorporated Association and insurance for the children is \$50 per family and is payable when the family first enrolls each year.

### **FAMILY BOND**

A bond of \$100 per family will be levied when the family first uses the centre. This levy is refundable (less any outstanding fees) when care services at the centre are no longer required. The service must be contacted within six months of the child not using the service to reclaim the bond. If the service is not contacted within this period, the bond will be considered a donation to the service.

### **ABSENCES, CANCELLATIONS & PANDEMIC LOCKDOWNS**

Absences and cancellations are treated differently depending on the nature of the enrolment.

#### a) Permanent bookings (BSC and ASC)

Fees are charged for each session that has been booked for BSC and ASC. No charge will be made for public holidays and pupil free days or during public school holiday vacations. Absences will be charged. Under the approved absences allowable by the Childcare Management System, up to 42 absences per financial year are allowed each year.

Two week's notice is required in order to cancel a permanent booking. If two week's notice is not provided, the full fee for these two weeks will be charged.

#### b) Casual bookings (BSC and ASC)

It is preferred that at least 24hrs notice is given when cancelling a child for a casual booking. This can be done by email ([lee-ann@asquith-oosh.com](mailto:lee-ann@asquith-oosh.com)) or by phone (9477-1998). Fees are not charged if a cancellation of the session has been noted and received at least 24 hours prior to the session booked.

**ASC** - Full fee is charged for any sessions not cancelled in advance. A search fee of \$10 will be charged to family's account when no communication has been made regarding the absence of their child for a session.

**BSC** - Full fee is charged for any sessions not cancelled in advance

## VACATION CARE

- The full daily session rate is charged for any session not cancelled without 7 days notice.
- If a child cannot attend Vacation Care due to illness the family will still be charged if 7 days notice is not given, this is due to the fact that the service has already had to pay for the child to attend, particularly in the case of excursions.
- If a child misses two or more days of Vacation Care, a doctors certificate will be accepted to relieve the family of having to pay for missed Vacation Care days.

During a pandemic lockdown fee's will be charged as normal unless stated by the NSW government.

## SETTING FEES

- Fees are to be set on an annual basis by the Management Committee based on the annual budget and ensuring that the required income will be received to run the service efficiently.
- Fees will be reviewed yearly based on attendance and the centre's ability to meet the running costs. Parents will be given at least 2 weeks notice of any increase in the fees. (Regulation 172)

## SERVICE CLOSURE

No fees are charged while the service is closed over the Christmas/New Year period or on Public Holidays.

## FEE PAYMENT

- Care fees will be invoiced fortnightly and issued through Qikkids by email and can be paid weekly, fortnightly or monthly with direct debit. (Regulation 168)
- Fees will be direct debit fortnightly on a Friday.
- Please contact the accounting company on champ@champenterprise.com to make any alternative arrangements.
- Families will be given a minimum of fourteen day's notice of any changes to the way in which fees are collected. (Regulation 172)

## CONFIDENTIALITY

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

## OVERDUE FEES

Parents are encouraged to discuss any difficulties that they may have in paying fees with the Centre Accountant, who will discuss and make suitable arrangements for payment of fees.

If no previous arrangements have been made regarding overdue fees the centre will:

**After 4 weeks overdue:** An overdue fee of \$10 will be added to the invoice, with mention of the account being overdue and that payment is requested.

**After 6 weeks overdue:** A letter will be issued outlining the centre's policies for payment. The Coordinator will also personally approach the parent and discuss the reason for non-payment. In consultation with the Coordinator, an agreement of future payments can be discussed. A meeting can be organised with the accounting company and the Coordinator to discuss a payment plan.

**After 8 weeks overdue:** Failure to negotiate a payment plan and/or continued non-payment will result in a second and final letter notifying the family that unless payment is made within 5 working days or a payment plan entered into the child will be unable to attend the service.

If the above procedures are not effective, details of unpaid fees will be referred to the Centre Accountant and Management Committee to commence debt recovery procedures and the family will be responsible for all fees associated with recovering the debt.

### LATE FEES

The hours and days of operation of the service will be displayed prominently within the service. (Regulation 173)

The service operates from 7.00am to 9.00am and 3.00pm to 6.30pm Monday to Friday. Any parent who collects their children after 6.30pm will be charged a late fee of **\$20 for every 15 mins** (or part thereof) after 6.30pm.

Wherever possible parents should advise the centre when they will be late to collect their child. If a parent continues to collect their child after 6.30pm the Coordinator will need to discuss other options with them, and suitable arrangements made or the child's place in the centre may be cancelled.

### CREDIT IN ACCOUNTS

The Centre is not able to provide refunds for any unused credit in accounts and this credit will go towards future bookings. The exception to this is if the child is being permanently withdrawn from the centre, in this instance any outstanding credit may be refunded.

### CONSIDERATIONS:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
168, 172, 173	7.3	<ul style="list-style-type: none"> <li>• Enrolment Form</li> <li>• Enrolment &amp; Orientation Policy</li> <li>• Delivery &amp; Collection of Children Policy</li> <li>• Confidentiality Policy</li> <li>• Governance &amp; Management Policy</li> <li>• Parent Handbook</li> </ul>	<ul style="list-style-type: none"> <li>• Child Care Management System</li> </ul>

### ENDORSEMENT BY THE SERVICE:

<p><b>Date for Review:</b> _____ November 2024 _____</p> <p><b>Date Reviewed:</b> ____ November 2023 _____</p>
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# **Delivery & Collection of Children**

## **Policy statement**

Asquith Community After School Care Centre will ensure that children arrive at and leave the service in a manner that safeguards their health, safety and wellbeing. Educators will manage this by adhering to clear procedures regarding the delivery and collection of children, ensuring that families understand their requirements and responsibilities and accounting for the whereabouts of children at all times whilst in the service's care.

## **PROCEDURES:**

### **Delivery of Children:**

- Children are not to be left at the service unattended at any time prior to the opening hours of the service.
- Any person delivering a child to the service must 'sign in' using the electronic sign in provided.
- Any person signing in must use approved credentials provided by parent/guardian.
- Educators will be aware of each child's arrival at the service and exchange information with the person delivering the child such as who will be collecting the child.
- If a child requires medication to be administered whilst at the service, the person delivering the child must document this in writing as per the services Management of Medical Conditions and Administration of Medication procedures.
- Parents are not to sign children in at any time before the opening hours of the service (7:00AM)

### **Collection of Children:**

- Children must be collected by the closing time of the service (6:30PM)
- Any person who is collecting a child from the service must be listed as an authorised nominee on the child's enrolment form with their contact details. The collection list must be kept current and updated on a regular basis.
- Parents/guardians must inform the service via email if the child/ren are to be collected by an alternate pick-up person.
- The authorised nominee who is collecting a child must 'sign out' using the electronic sign out provided.
- Educators will be aware of each child's departure from the service to ensure an authorised nominee listed on their collection list only collects children.
- Educators should be notified as soon as possible if the authorised nominee will be later than expected and the child will be informed to avoid unnecessary anxiety.
- If a person who is not on the collection list arrives to collect a child, written authorisation will be sought from an authorised nominee before the child is able to leave the service. The Coordinator will also request identification from the person collecting the child.
- In the case of an emergency where a child's authorised nominees cannot collect the child and someone not on the collection list will be collecting the child, the service must be notified by phone as soon as possible by an authorised nominee. Written authorisation should be gained where possible however verbal consent and an identification check will be sufficient in the case of an emergency.
- If the authorised person is late to pick up the child and the centre has not be informed and they cannot contact the authorised nominee, the centre has the discretion to inform the police.
- Children are not to be collected by anyone under the age of sixteen.
- Children that are signed out by an older sibling must have written permission from the parent/guardian and they must be an authorised contact on QikKids.

### **Absent and Missing Children:**

- Families are required to notify educators as early as possible if children will be absent from the service. Educators will record the absences in an appropriate place where other educators will be aware of the information.
- Families will be informed of their notifying responsibilities upon enrolment and through the parent handbook.
- If a child only attends after school care the families must notify educators when a child has returned from an absence so they know to expect the child at the service.
- Should a child not arrive at the service or not be waiting in the designated area when expected, educators will:
  - a) Ask the other children of their knowledge of where the child might be.
  - b) Ask other educators/Nominated Supervisor and check dairy for absences.
  - c) Check extra-curricular activity sheet for children.
  - d) If the child has no record kept of an absence for that session, call parent/guardian and try to determine the whereabouts of the child.
  - e) If the child was absent from school, inform the child's parent/guardian at a suitable time to remind them of their notifying responsibilities and find out when they should expect the child to return to the service.
  - f) If the child was present at school and the parent/guardian have informed you that the child should be in the centre's care, educators should inform the parent/guardian to allow them time to follow procedures in dealing with missing children.
  - g) Educators are to ask all educators for any information regarding the missing child and proceed to ask the school office if they have any information regarding any possible alternate pick ups or surrounding information for the child.
  - h) Educators will search the surrounding area and ask remaining school staff for assistance.
  - i) If the child is still unable to be located, the educator will return to the service and inform all other educators quietly that a child is missing and to arrange appropriate supervision for the rest of the enrolled children.
  - j) Responsible Person to call police and explain the situation with as much detail as possible.
  - k) Responsible Person to call parent/guardian after speaking to emergency services to explain that the police have been informed and to comfort the parent that everything possible is being done.
  - l) Continue to keep in contact with the school and parent/guardian during this time.
  - m) Follow up on any leads regarding children going to a friend's home and check common places in the local area.
  - n) Educators to search surrounding areas if supervision of enrolled children remains adequate.
  - o) Educators and Nominated Supervisor will follow police procedures.
  - p) The Coordinator will notify ACECQA within 24 hours of incident happening.

### **Acknowledgement of Children's Arrival:**

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

### **Temporary policy changes during a pandemic:**

This policy change comes into effect during a national/international pandemic that is not spread through airborne transmission.

#### **BSC**

Children will be transitioned from parent/guardian to centre during Before School Care through indirect contact. Parents/guardians will contact the centre through phone call or doorbell to inform the educators to collect their children from the gate. Children are also to be signed in by a staff member.

#### **ASC**

Children will be collected from After School Care through indirect contact. Parents/guardians will either signal an educator on the oval or phone the centre to inform staff that they are here to collect their children.

During this time the children will be signed in and out by the educators at the time of collection and pick up. This is to minimise the risk of spreading disease and maintain hygiene standards.

In the event that educators are not familiar with the person collecting a child, they will contact a senior educator or Coordinator to identify the collector. If the collector is still unfamiliar then efforts will be made to contact the parent/guardian to confirm the alternate pick up.

When weather permits, there will be a table near the gate for parent information and forms and parents will only be allowed in the school to access this information.

This policy remains in effect until the World Health Organisation ‘WHO’ declares the national/international pandemic to be over or as decided by the Centre after risk assessment.

### CONSIDERATIONS:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
r99, r158-161, r168, 176.	Standards 2.3 and 7.3	<ul style="list-style-type: none"> <li>- Parent Handbook</li> <li>- Staff Handbook</li> <li>- Acceptance and Refusal of Authorisations Policy</li> <li>- Enrolment and Orientation Policy</li> <li>- Administration of Medication Policy</li> <li>- Providing a Child Safe Environment Policy</li> <li>-</li> </ul>	

### ENDORSEMENT BY THE SERVICE:

<p><b>Date for Review:</b> _____ <b>November 2024</b> _____</p> <p><b>Date Reviewed:</b> _____ <b>November 2023</b> _____</p>
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# Absent & Missing Children

## Policy Statement

Asquith Community After School Care Centre aim's to ensure the safety and welfare of the children by ensuring clear communication and co-operation between the centre, parents and the school.

## PROCEDURES:

### Absent Children

Parents/guardians are to advise the centre if their child will be absent on a day they are booked into a session, this should be done through one of the following:

- Email
- Phone
- My Family Lounge app

If a child is absent from an ASC session and educators have not been informed by 1 of 3 options as mentioned above, there will be a \$10 'Search Fee' charged.

Should a child not be present and waiting in the designated area when expected, the staff member will:

- a) Ask the other children of their knowledge of where the child might be.
- b) Ask other educators/Nominated Supervisor and check dairy for absences.
- c) Check extra-curricular activity sheet for children.
- d) If the child has no record kept of an absence for that session, call parent/guardian and try to determine the whereabouts of the child.
- e) If the child was absent from school, inform the child's parent/guardian at a suitable time to remind them of their notifying responsibilities and find out when they should expect the child to return to the service.

### Missing children

Coordinator and/or Assistant Coordinator will conduct the following procedures in the event of a missing child. These procedures are to be conducted as quickly as possible to minimise further risk to missing child:

- a) If the child was present at school and the parent/guardian have informed you that the child should be in the centre's care, educators should inform the parent/guardian to allow them time to follow procedures in dealing with missing children.
- b) Educators are to ask all educators for any information regarding the missing child and proceed to ask the school office if they have any information regarding any possible alternate pick ups or surrounding information for the child.
- c) Educators will search the surrounding area and ask remaining school staff for assistance.
- d) If the child is still unable to be located, the educator will return to the service and inform all other educators quietly that a child is missing and to arrange appropriate supervision for the rest of the enrolled children.
- e) Responsible Person to call police and explain the situation with as much detail as possible.
- f) Responsible Person to call parent/guardian after speaking to emergency services to explain that the police have been informed and to comfort the parent that everything possible is being done.
- g) Continue to keep in contact with the school and parent/guardian during this time.
- h) Follow up on any leads regarding children going to a friend's home and check common places in the local area.
- i) Educators to search surrounding areas if supervision of enrolled children remains adequate.
- j) Educators and Nominated Supervisor will follow police procedures

k) Coordinator will notify ACECQA within 24 hours of the incident occurring.

**Vacation Care:**

In the event that a child is missing 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. The following steps will be taken:

- 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 missing child has not been found, the Coordinator/Nominated Supervisor or Assistant Coordinator will call the Police and the family and follow police procedures.

**ENDORSEMENT BY THE SERVICE:**

**Date for Review:** \_\_\_\_\_ **November 2023** \_\_\_\_\_

**Date Reviewed:** \_\_\_\_ **November 2023** \_\_\_\_\_



## Governance and Leadership

### Policy statement:

Asquith Community After School Care Centre 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 always appropriate governance arrangements in place (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).

### 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 lay down by the Approved Provider, including:

- Developing and implementing organisational strategies and making recommendations to the Approved Provider on significant strategic initiatives.

## Governance & Management

- 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 and associated statement of purpose will underpin all other documentation and the practices of the service and will reflect the principles of the approved national framework for school age care "My Time, Our Place". There will be a collaborative and consultative process to support the development of the philosophy that will include children, parents and Educators. The statement of Philosophy will be included in the Quality Improvement Plan for the service. The statement of purpose will define how the statement of philosophy will be implemented in the service.
- Policies and procedures will provide clear documentation that will define agreed and consistent ways of doing things to achieve the stated outcomes.
- The Management Committee as Approved Provider will ratify the Philosophy and the policies. The Approved Provider can only alter policies and the changes 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

## Governance & Management

- 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, Employment and Workplace Relations (DEEWR)
- In the event of ceasing to operate, the service Management Committee will identify where the records will be kept and seek professional advice on the winding up of the service
- A list of nominated contacts for Child Care Management System, Australian Taxation office and Superannuation funds, as well as any other accounts, will be maintained and available to all members of the Management Committee. These contacts will be reviewed annually and updated as contacts change to ensure

## Work, Health and Safety

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

## CONSIDERATIONS:

Education and Care Services National Regulations	National Quality Standard	Service policies/documentation	Other
103, 168, 171, 172, 173, 177, 183 to 185	7.3	<ul style="list-style-type: none"> <li>• Constitution</li> <li>• Service Philosophy</li> <li>• Quality Improvement Plan</li> <li>• Family Handbook</li> <li>• Staff Handbook</li> <li>• Fee Policy</li> <li>• Confidentiality Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Food Safety Standards.</li> <li>• Network <i>Record Keeping</i> Factsheet</li> <li>• Child Care Service Handbook (DEEWR)</li> <li>• Work, Health and Safety Act (2011)</li> <li>• Child Care Benefit legislation</li> </ul>

## ENDORSEMENT BY THE SERVICE:

Date for Review: \_\_\_\_ November 2024 \_\_\_\_\_

Date Reviewed: \_\_\_\_ November 2023 \_\_\_\_\_

## Policy Development and Review

### Policy Statement

Asquith Community After School Care Centre aim's to provide effective management through the ongoing development and review of policies for the efficient operation of the service. This ensures clear and effective communication between Educators and families, which in turns support the transition for children between home and the service ("*My Time, Our Place*" Outcome 1). Our goal is to ensure that all service policies will be written in plain English and enhance service delivery. Management will ensure that all Educators and families are aware of relevant policies and have free access to the policy manual in a timely manner.

### **CONSIDERATIONS**

- National Regulation 168 " Education and care Services must have polices and procedures".
- National regulation 170 "polices and procedures to be followed"
- National regulation 171 "Polices and procedures to be kept available"
- National Regulation 172 " Notification of change to polices and procedures"
- National Standard 7: Element 7.3.5 ' Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly".
- Current acts and legislation impacting on the areas of policy review.

### PROCEDURE

Management will ensure the development of all required policies under the National Quality Framework (NQF)

Other policies will be developed as deemed necessary by the management:

Policy Development will be based on the following criteria:

1. An issue or problem arises that cannot be addressed in a current policy.
  2. Daily operations of the service are unclear to educators, parents or management.
- All policies will reflect the current philosophy of the service, which is based on the school age care framework " My time, Our Place".
  - Policies will be recorded in a clearly labelled folder under parent 'Sign In Desk' along with the centre's philosophy, date of endorsement and date of review. This folder will be kept in the specified place and made available to those who wish to see it.
  - The management committee will ensure that the Coordinator ensures any new management members, educators and families entering the service are made aware of the policy booklet and any specific policies relevant to them.
  - Any persons involved in the service are to welcome to make suggestions and discuss any concerns they may have regarding current policies. Families are encouraged to make suggestions through the 'Feedback Box' and responding to survey's sent out by management. Parents and educators will be informed of this policy on enrolment/employment and through the service information booklet.
  - Educators and parents and 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 every 6 months with a minimum if 14 days notice provided to parents of any policy change being implemented.
  - All other policies will be reviewed within an 18 month period or more frequently if the need arises or there are changes to legislation or recognized best practice.

The review of policies will be based on the following criteria:

1. Is the policy operating effectively?
2. Does it include appropriate responses to individual incidents?
3. Does it meet the needs of all involved in the centre?
4. Does it meet the aims and objectives as outlined?
5. Is it consistent with current philosophy?
6. Is it consistent with current legislation, acts and standards?

Changes to existing policies will be circulated immediately to all involved in the service through individual notes, notice boards, personal contact and if necessary through a group meeting. The date the changes become effective will be noted.

All changes are to be recorded in the Management Committee meeting minutes 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 or to highlight any specific current issues in the running of the centre.

A set of the current polices will be available for all families to access as required.

**ENDORSEMENT BY THE SERVICE:**

**Date for Review:** \_\_\_\_\_ **November 2024** \_\_\_\_\_

**Date Reviewed:** \_\_\_\_\_ **November 2023** \_\_\_\_\_

## Participation and Access

### Policy statement

Asquith Community After School Care Centre believes that participation by parents/guardians/families in issues relating to their children is important. We aim to provide a caring and supportive environment where everyone can feel welcome and valued.

Involvement of parents in activities 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 centre.

### PROCEDURE

Educators will maintain a positive and supportive manner upon the arrival of parents and families. Educators will greet all parents, families and guardians with respect and communicate in a positive and supportive manner.

Educators 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. Information exchanged should be focused on positive experiences for all children. If discussing a behavioural issue or an incident, educators will maintain confidentiality at all times.

Educators will accept individual differences in the way parents bring up their children. Parents will be informed of all relevant issues in the centre through direct contact, notice boards, or letters home.

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

Parents need to be aware however of the staffs 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 or another staff member, an appointed time suitable to both will be organised.

Parents are encouraged to become involved in the centre's activities through verbal notice and written notice.

We will actively seek this involvement by:

- Keeping them informed and updated on current issues in the centre
- Asking for their assistance and participation in particular events such as assisting in the program or excursions, working bees and other special events.
- Informing them of our participation policy through the parent information booklet.
- Inform them of the management structure and how they can be involved.
- Invite them to attend or to read a report of the AGM meeting.
- 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.
- Use of the feedback box and survey response's.
- 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.

### 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

## Participation and Access

part of the enrolment in order 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 take the following steps:

1. Remain respectful, polite, firm and clear whilst remembering their primary duty is to the children in their care.
2. 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."
3. Ask the person politely to leave.
4. If they refuse to leave, call the police and initiate a lockdown.
5. 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.
6. Call custodial parent to let them know non-custodial parent is there. Enquire what they wish to do about it.

## Temporary policy changes during a pandemic:

This policy change comes into effect during a national/international pandemic that is not spread through airborne transmission.

1. Majority of access to the centre by a parent/guardian is restricted due to hygiene concerns and our initiative to decrease the risk of sickness spreading. As discussed under Delivery and Collection of Children parents/guardians will be required to hand child off using a no contact system.
2. We aim to maintain connections with parents and families through our chosen media platforms, Storypark and Facebook.

## ENDORSEMENT BY THE SERVICE:

Date for Review: \_\_\_\_\_ November 2024 \_\_\_\_\_

Date Reviewed: \_\_\_\_\_ November 2023 \_\_\_\_\_



## Management of Complaints

### **Policy statement**

The Asquith Community After School Care Centre will maintain a complaints and grievance management system to ensure that all educators, families and community 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.

### **PROCEDURE**

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

**CONSIDERATIONS:**

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
r168	7.3	<ul style="list-style-type: none"> <li>- Parent Handbook</li> <li>- Staff Handbook</li> <li>- Providing a Child Safe Environment Policy</li> <li>- Excursion Policy</li> <li>- Authorisations and Refusals Policy</li> </ul>	<ul style="list-style-type: none"> <li>- Community Services Complaints, Appeals and Monitoring Act, 1994.</li> </ul>

**ENDORSEMENT BY THE SERVICE:**

<p><b>Date for Review:</b> _____ November 2024 _____</p> <p><b>Date Reviewed:</b> ____ November 2023 _____</p>
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## Roles of Management

### **Policy Statement**

Asquith Community After School Care Centre aims 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.

### 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 interested 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 written progress report regarding the running of the centre and will provide information to the committee to assist in making decisions.

Due to the fact that most parents are reasonably busy these days, in certain situations, it will be appropriate to have informal general meetings, these can be held through an email system, where each member of the committee can be contacted via their personal email addresses. Parents are invited to join this system.

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.

## ROLES 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 organization.
- 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.

#### **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

The Treasurer is 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

### ENDORSEMENT BY THE SERVICE:

**Date for Review:** \_\_\_\_\_November 2024\_\_\_\_\_

**Date Reviewed:** \_\_\_\_November 2023

# Removal and Assumption of Care of a child from the Service

## Policy statement

The purpose of this procedure is to provide guidance for children's services when responding to a Community Services request for removing a child or young person at immediate risk of significant harm, with or without a search warrant or Children's Court order.

## **PROCEDURE**

Community Services (an agency within the NSW Department of Human Services) and NSW Police have the legal authority to remove children from their parents' or usual carer's responsibility where:

- There are reasonable grounds to believe that the child or young person is at risk of significant harm AND
- The risk is immediate, and less intrusive actions insufficiently reduce the risk of harm.

Community Services also has authority to assume the care of a child while they are in attendance at a children's service (that is, where it is not in the best interests of the child to be removed from the premises where they are currently living/located), if the child is assessed as being in need of care and protection on returning to the care of parents or carers.

Section 34 of the *Children and Young Persons (Care and Protection) Act 1998* (the Act) authorises Community Services to take whatever action is necessary to safeguard or promote the safety, welfare and well-being of a child or young person who is in need of care or protection.

Community Services must ensure that the child's parents/carers are kept informed of the whereabouts of the child:

- by disclosing the whereabouts of the child where the disclosure would not prejudice the child's safety, welfare, wellbeing or interests, or
- by not disclosing high level identification information (including name and address of the carer; information that may identify the placement; or contact information) where the disclosure would prejudice the child's safety, welfare, wellbeing or interests

Section 234 (1) of the Act requires *the person conducting the removal* to provide the following information to the child (where over 10 years old):

- The person's name and authority to conduct the removal
- The reasons why the child or young person is being removed
- That the law authorises the person to conduct the removal
- What is likely to happen to the child or young person after they have been removed

This information may be provided verbally at the time, however must be provided in writing as soon as practicable in a language and manner the child or young person can understand.

The child (10+ years) must be informed they may contact any person and be assisted to contact that person.

Community Services is responsible for arranging a placement for the child, where required.

Community Services will not ordinarily return the child(ren) to their parents or carers until it assesses that it is safe to do so or the Children's Court orders it.

## **Procedure**

If Community Services representatives arrive at the service to remove or assume the care responsibility of a child, please ensure this procedure is followed:

1. Community Services will contact the service to seek approval from the Coordinator/Authorised Supervisor or the most senior staff member on shift to collect the child, and advise about the need to remove or assume the child from the service, including the names of the representatives and the proposed arrival time (Community Services may be assisted by Police).

2. In preparation for the attendance of Community Services, centre staff should sit with the child in a comfortable area, e.g. foyer, office or staff room (this will reduce distress to other children). Ensure that the other children at the centre will still be adequately supervised.
3. Do not contact the child's parent/s to advise them about the impending removal of the child.
4. Contact any supervisor or employer immediately to advise that your service will have a child removed from care by Community Services representatives and the approximate time.
5. If there has not been a prior call from the Community Services or the representatives do not advise their names upon arrival the Coordinator/Authorised Supervisor should:
  - Confirm the identification of the representatives (formal ID)
  - Record the names and contact details of the representatives and the names of any Police in attendance
  - Request that they sign the visitor in/out book

If there is any doubt about the identity of the Community Services representatives the Coordinator/Authorised Supervisor should contact the relevant Community Services Centre for verification or, if the removal is taking place outside office hours, contact the Child Protection Helpline on 133627 (the mandatory reporting number).

Where there is a Children's Court Order or a search warrant, Community Services representatives will serve an Order on the person at the service who appears to have the care and protection of the child and provide them with an information booklet about the removal (a child or young person may be removed with or without a search warrant or Children's Court order depending on the circumstances).

Ensure a representative signs the child out and that parents have been informed. An official must remain at the service until it is confirmed that the parent has been informed of the child's removal from the centre.

### Staff Safety

If the parent or carer contacts and/or arrives at the service for information they should be directed to contact the Community Services Centre, or to call the Child Protection Helpline on 132 111. Where possible a Community Services caseworker should remain at the centre to inform the parent.

### Complaints

Service staff or parents can also contact the Community Services Complaints Unit on 1800 000 164 if they have a complaint in relation to the removal.

### ENDORSEMENT BY THE SERVICE:

**Date for Review:** \_\_\_\_\_ **November 2024** \_\_\_\_\_

**Date Reviewed:** \_\_\_\_\_ **November 2023** \_\_\_\_\_

# Security

## **POLICY STATEMENT**

Asquith Community After School Care Centre aims to ensure the proper security of the building and staff by ensuring measures are in place regarding entry and access to the building.

## PROCEDURE

### **Centre Security**

- Only approved staff and management members will be given a key to access the building and equipment areas.
- All supervisors will be issued with keys to the school gate and the service building.
- Staff will ensure that the building is left in a secure manner before leaving. This includes locking rooms that were used in the session, locking key cabinet and locking filing cabinet.
- Staff must ensure that all windows are locked; cupboards, safe, and other relevant areas are locked. All hearing and lighting is off and all doors properly secured.
- Staff will inform the police and the coordinator as soon as possible if there has been a break in to the centre of any kind. The coordinator will then inform the school as soon as possible regarding the break in.
- Staff will remain at the centre until the police arrive or inform them of what to do.

### **ENDORSEMENT BY THE SERVICE:**

**Date for Review:** \_\_\_\_\_November 2024\_\_\_\_\_

**Date Reviewed:** \_\_\_\_November 2023\_\_\_\_\_





# Building / Equipment Repairs and Maintenance

## **POLICY STATEMENT**

Asquith Community After School Care Centre aims to provide a safe and secure environment through proper and immediate attention to all aspects of building and equipment repairs and maintenance.

## **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.
- The centre and equipment will be regularly checked to ensure that they are in a good and safe condition, comply with relevant Australian Standards and have appropriate soft-fall surfacing maintained. The School Grounds Committee will maintain this.
- 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.
- 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.
- Faulty equipment should be removed or protection placed around any dangerous building sites.

**Any necessary repairs and maintenance can be organised by the Coordinator upon reporting any such repairs to a committee member.**

## **Repairs and Maintenance.**

For urgent repairs the Coordinator will organise a contractor/repair person to attend to the problem.

The Coordinator will note this in her report and bring it to the attention of the committee at the next meeting. The committee and Coordinator will organise to rectify the problem.

The Coordinator may, at their discretion, find a contractor within the parental body of the centre. If the is not possible then a contractor will be located via other avenues.

Maintenance reviews should be done as part of the Coordinator's report at each meeting.

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.

## **ENDORSEMENT BY THE SERVICE:**

**Date for Review:** January 2025

**Date Reviewed:** January 2024

## Storage

### **POLICY STATEMENT**

Asquith Community After School Care 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**

A storage system should be devised that ensures easy access and uncluttered storage of all equipment.

Storage areas will be cleaned and tidied at the end of each Vacation Care Term in preparation for the following term.

Play equipment and toys will be stored in a separate cupboard. This should be 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 cupboard.

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.

Where room permits a separate storage area will be available for large outdoor and sporting equipment.

All items such as cleaning materials provided by 'Taren' 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.

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

Coordinator will ensure all records are kept in a nominated secure place, ensuring that records are kept confidential and not left accessible to others during the daily operations.

### **ENDORSEMENT BY THE SERVICE:**

**Date for Review:** \_\_\_\_\_ January 2025 \_\_\_\_\_

**Date Reviewed:** \_\_\_\_\_ January 2024 \_\_\_\_\_

## Heating, Ventilation and Lighting

### 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.

Doors and windows are to be opened 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.

Adequate light will be maintained both indoors and outdoors. A security light will be placed at the entrance to the centre that clearly provides unobstructed view of the door and surrounding areas.

Outdoor lighting will be suitable so that parents, staff and children can enter and exit the building without any unsafe dark areas.

### **ENDORSEMENT BY THE SERVICE:**

**Date for Review:** \_\_\_\_\_ **January 2025** \_\_\_\_\_

**Date Reviewed:** \_\_\_\_\_ **January 2024** \_\_\_\_\_

## 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.

### PROCEDURE

Equipment and especially food items **will** be property 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.

Should any pests or vermin be identified then action should be taken to rid the centre of the problem by:

- Initially using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-chemical products.
- Low irritant, environmentally friendly sprays to be used minimally and only with adequate ventilation and preferably not in the presence of the children.
- 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 obtain a contractor from management list to address the problem.

If non urgent, the Coordinator will bring the problem to the attention of management in her report and management will decide on the appropriate course of action.

Any use of chemical products should only be conducted outside the hours of 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.

### **ENDORSEMENT BY THE SERVICE:**

**Date for Review:** \_\_\_\_\_ January 2025 \_\_\_\_\_

**Date Reviewed:** \_\_\_\_\_ January 2024 \_\_\_\_\_

# Indoor Environment.

## POLICY STATEMENT

We aim to provide a comfortable and safe indoor environment that allows flexibility and access to a variety of quiet, active, group and individual activities We will ensure that only the number of children that can comfortably fit into the building space will be enrolled.

## PROCEDURE

The centres indoor environment will be smoke free.

The centres outdoor environment will be smoke free.

The centre will only enrol the number of children in the centre, which can comfortably fit into the building space and in accordance with the National Standards.

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 school halls and verandas.

Separate areas in the indoor environment will be provided for:

- Parents to sign their children in/out of the centre.
- Staff to collect fees, answer phones, and maintain daily records
- Staff and parents 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.

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

Staff will ensure that children properly store their bags and that bags and other items are not thrown into walkways or play areas.

All items obstructing areas are to be removed and placed in the correct storage areas.

Areas must be set up to ensure that proper supervision can be maintained at all times.

Access to the outdoor environment should be clear and easily accessible by the children and **staff**.

## ENDORSEMENT BY THE SERVICE:

**Date for Review:** January 2025

**Date Reviewed:** January 2024

# 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.

## **PROCEDURE**

The outdoor environment will be smoke free.

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

The outdoor space must 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 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.

## **ENDORSEMENT BY THE SERVICE:**

**Date for Review:** \_\_\_\_\_ January 2025 \_\_\_\_\_

**Date Reviewed:** \_\_\_\_\_ January 2024 \_\_\_\_\_

## Staffing

### **POLICY STATEMENT**

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

### PROCEDURES

#### Staff Selection

##### **Coordinator**

- Desirable, minimum 3 years experience in a relevant field and demonstrated ability to work with children and staff.
- Holds a current first aid certificate or willing to undergo training to obtain this.
- A person of good character, who can be entrusted with providing adequate care for the welfare of the children.
- Awareness of child protection responsibilities.
- Has an interest and desire to work with children.
- Has an ability to communicate with adults, children and management.
- An ability to supervise and support educators.
- The Coordinator will be a minimum of 21 years of age.

##### **Assistant Coordinator**

- Relevant training as above and/or relevant experience to successfully 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 old.

### RECRUITMENT:

#### **SELECTION PANEL**

- When a position becomes available, management will appoint a panel to conduct the selection process.
- Three people will be on the panel, two members of management and the Coordinator if selecting an assistant. A convener of the panel will be nominated.
- Where the position is for the outgoing Coordinator, a staff representative will be placed on the panel

- The panel will:
- Approve the job description and select criteria for the position.
- Determine the method and placement of advertising and place the advertisement including notification of the Working With Children Check (WWCC).
- Ask applicants to consent to screening.
- Short-list the applicants.
- Arrange interview questions, date and time.
- Contact the applicants for interview.
- Conduct the interviews.
- Arrange for the WWCC to be conducted on the preferred applicant.
- Ensure that approval for selected educator has been approved under WWCC.
- Make a decision on a suitable applicant, which is put before management for final approval.
- Offer the position to the successful applicant and contact the unsuccessful applicants after the position has been accepted.
- Set date for the commencement of employment and orientation of the new person.
- Prepare letter of employment and contract.

## ADVERTISEMENTS

- Advertisements shall be placed at least in the local and regional papers. The Sydney Morning Herald will also be considered.
- Advertisements are to include:
  - Job title.
  - Specific employment information, including hours of work and Award rate.
  - Include that a WWCC is required.
  - Advice to applicants to include their contact telephone numbers, a resume, a minimum of (2) referees with at least one a work reference, and full contact details.
  - Closing date and postal address for applications.
  - Contact name and number where the applicant can obtain more information.

## INTERVIEW

- The selection panel will draw up suitable interview questions, which relate to all aspects of the position and ensure equal opportunity guidelines are followed. The panel will decide who will ask each question.
- The panel shall draw up a list of essential requirements for each answer.
- No longer than 5 days after the closing date the panel will meet to discuss the applications, develop a short list and decide on the interview date and times.
- An appropriate time frame (approximately 30 minutes) will be allocated to each interview, with a short break between, for discussion.
- A nominated person on the selection panel will contact the applicants to determine the time and date of interview.
- Each applicant will be given a copy of the job description and relevant child protection forms before the interview.
- Each applicant will be asked the same questions with their answers recorded.
- The panel can use a rating scale to evaluate each applicant's answers.
- Management will discuss each applicant and their suitability for the position based on their answers, qualifications and experience, comments from referees, and the selection criteria drawn up by the panel.
- Should management have difficulty in deciding between two applicants, a second interview for these applicants will be conducted, with new questions.
- Management will then make a decision on the applicant for the job according to the selection criteria. The preferred applicant's referees will be contacted to confirm applicant's suitability and checked with the approved screening agency before offering the applicant the position in a 'child related' field.



- Should the applicant decline the position, management will either make a second choice from the other applicants or if none are seen as suitable, re-advertise the position.

## 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 his or her cultural background, religion, sex, disability, marital status or income.
- All applicants and referees will be asked the same questions.
- All applicants will be selected according to equal opportunity guidelines.
- Selection will be based only on suitability for the position based on the selection criteria, which have been drawn up by the panel. The criteria will cover issues such as qualifications and experience, appropriate knowledge to meet the children's needs, good communication skills, and demonstration in being a fit and proper person for the job, including Working with Children Check and appropriate answers to the interview questions.

## Conditions of Employment:

- All relevant conditions set down by the award will apply to all employees.
- This includes sick leave, annual leave, rostered days off, overtime, jury duty, study leave, carers leave etc.
- Management will ensure they are aware of the appropriate conditions and keep up to date in relation to any changes in the Award.
- Educators are encouraged to remain up to date with their appropriate conditions and inform management of any changes.
- Appraisals of educators performance will be conducted annually
- 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 in the form as advised by management.
- Annual leave will be taken as negotiated with management.
- Annual Leave when necessary will be rostered to ensure the required staffing levels are maintained at all times.
- Applications for leave must have 4 weeks prior notice and be approved by management.
- Management, based on each individual's request, will determine applications for leave without pay.
- Each educator will supply and record their full name, address, date of birth, and evidence of any qualifications they hold including first aid and the identifying number of the employees Working With Children Check.
- Educators must advise management of any underlying medical conditions upon commencement of their employment e.g., anaphylaxis, asthma, diabetes etc.

## Staff Orientation:

- A member of management and the Coordinator will conduct the orientation process as soon as possible after

the applicant has accepted the position.

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

### **Staff Professionalism:**

- The OSHC Code of Professional Standards, duty of care and expectations will be discussed in the initial orientation process of all new educators.
- Educators will be made aware of their duty of care and their responsibility in relation to supervision, health and safety of the children.
- Professional behaviour in all areas will be reviewed as part of the ongoing employment of all educators.
- Management, in conjunction with the Coordinator, will immediately address any breach in the professional expectations outlined. If the concern involves the Coordinator, two representatives from management, will conduct the discussion.
- All discussions will be recorded and standard of behaviour and expectations clearly explained.
- Any further problems will be addressed as per the discipline procedure.
- Educators will be made aware of the services philosophy and policies and will be expected to follow these. Should educators have any concerns with the policies, they are to raise this with the Coordinator or management liaison officer.
- Educators will be expected to know, understand and perform their duties as per their job description.
- Educators will be expected to maintain and improve their skills through participation in training and development opportunities. Management will ensure that finances are made available in the budget training.
- Educators will be expected to start duties on time.

- Educators will be expected to dress appropriately for their duties.
- Educators must not attend work under the influence of drugs or alcohol.
- Educators should not attend work when they are unfit to do so due to injury or sickness and must inform the service as soon as possible.
- Educators will use only suitable language that is not offensive to other educators, families and children.
- Educators will be expected to follow all confidentiality issues.
- The service is a smoke free zone. Educators may not smoke in or around the building, or in the sight of the children.
- Educators will be expected to know and follow the child protection policies.
- The quality of the service and positive working environment are dependent on good educator and parent relationships. Educators will follow proper communication procedures as outlined in the appropriate policies and procedures.
- The maintenance of good teamwork will be an expectation outlined in all job descriptions.
- Any conflicts that arise must be addressed as outlined in the grievance procedure.

### **In-service Training and Development:**

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

### **Review and Appraisal:**

- All educators will be informed of the appraisal system on acceptance of the position and given details in the orientation process.
- Appraisals will be conducted on an annual basis
- Educators and management will agree with the format of the appraisal system, which may be updated to more suitable systems after review, discussion and endorsement by management and educators.
- All educators will be given at least two weeks notification of an upcoming appraisal and a convenient time arranged for both parties.
- The appraisal system shall clearly state the expectations for each position and identify clear performance

measures.

- The appraisal system shall ensure two way communication is maintained and is used as a positive avenue for improving staff performance.
- The appraisal system can be used, as a tool to identify future training needs of the educators.
- At the completion of the appraisal an action plan will be developed identifying areas of training, and action to be taken and goals set for each educator. This will be agreed to and signed by both parties.
- Where it is identified that the educator is not meeting the required performance measures then the following will be undertaken:
  - Action plan developed to identify areas for improvement. This will include a time frame for further review.
  - Training areas identified and put into place as soon as possible.
  - Support and guidance given to the educator to help them through the process and assist them in achieving the required standards.
  - The support can be given through the Coordinator or the management liaison officer.
  - A record made of the above, dated and signed by both parties.
  - Should no improvement be made by the next review then further action will be taken.
- If the educator is still dissatisfied then they should put their concern in writing asking for the decision to be reviewed or that they wish to pursue the issue further through other avenues. These could include the union or mediation.

## Grievance Procedures:

### GENERAL GRIEVANCE PROCEDURE

- On commencement, all educators and management members will be given the guidelines for grievance procedure.
- To facilitate communication between educators and management, management will annually appoint one of its members as the Liaison Contact.
- Educators and management will annually be offered the opportunity to participate in some form of conflict resolution training.
- All persons involved in the grievance should attempt to resolve the issue through informal discussion and use of problem solving techniques.
- Persons directly involved in a legitimate grievance process will be expected to continue to conduct themselves at and around the service in a professional manner.
- Malicious or vexatious claims will not be tolerated and will be the subject of disciplinary action where appropriate.
- Any problem, complaint or concern arising between educators or between management should be dealt with by the persons concerned as close to the event as possible in order to avoid an escalation of the issue.
- Meetings of educators and/or management provide regular opportunities to raise and discuss general issues or concerns about the service. All discussions will be conducted in a confidential manner and involve only relevant persons. Only when all parties agree there is a benefit, should the discussion broaden to involve children and/or parents as appropriate.
- Either party may withdraw their grievance at any time. However where the grievance identifies other issues of concern, management may decide to investigate those other issues.

### FORMAL GRIEVANCE PROCEDURE

- Where the resolution of a grievance has not been satisfactorily achieved through the informal procedure, then a more formal approach should be taken.
- Grievance between educators:

- As appropriate, the Coordinator, or the Liaison Contact should now be briefed about the grievance and its current status.
- Grievance between committee members:
  - The whole committee should be briefed.
  - The grievance(s) will be investigated by the Coordinator or management as appropriate.
- The investigation will involve:
  - Interviews with both parties and/or witnesses
  - Assessment of relevant documentation e.g. job descriptions, policies etc.
  - Preparation of a clear description of the issue
  - Arranging a formal meeting between parties
  - A meeting will be conducted by a neutral third person. This person will manage the conduct of the meeting, be impartial having no input to the content of the meeting, and will prepare a written record of the outcome(s) of the meeting.
  - Where the service cannot identify a suitably impartial person, management will agree to invite a qualified mediator to assist.
- The meeting will:
  - Identify the issue(s) of concern and persons who are involved
  - Arrange all parties to be involved and to put forward their views
  - Identify alternative solutions
  - Attempt to reach a mutually satisfactory resolution of the issue(s).
  - At formal grievance resolution meetings all parties are entitled to invite a support person to attend. This person does not provide input to the meeting, but may offer support and advice to their party during the meeting.
  - A confidential written record of the outcome of the meeting will be given to all participants who are to acknowledge their agreement by signing the record. A signed copy will be kept with educator files.
  - The neutral party will inform management of the meeting's outcome(s).
  - Management will ensure that outcomes are included in job descriptions or service policies as appropriate.
  - If one party remains dissatisfied with the meeting's outcome(s) then this should be put in writing to the management committee asking that the process be reviewed or stating that they intend to pursue the grievance further through other suitable avenues.
  - Where the issue of grievance is between management and educators and concerns standard of work performance or work practice, then the discipline procedure will be followed.

### **Disciplinary Action:**

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

### STEP 1: VERBAL WARNING.

1. Give a verbal warning as soon as possible indicating the specific problem regarding the performance of their work or conduct. The issues must clearly relate to the job description.
2. Indicate what should happen to improve the situation and how the educators can improve their performance.
3. Identify any support needed to assist the educator to make the changes and take steps to implement these.
4. Indicate how the improvements will be measured, and when a review will take place. (1-4 weeks depending on the circumstances)
5. Give an opportunity for the educator to respond to the concerns and seek union representation if required.

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

### STEP 2: WRITTEN NOTICE.

1. Where the problem continues to occur the educator will be given written notice of the complaints against them.
2. A formal documented interview with management will take place. The educator should attend and has the right to reply and discuss any complaints against them, or to be represented by a union member or other representative of their choice.
3. The educator will be given at least 48 hours notice of the meeting.
4. Minutes will be taken of the meeting and copy put on the educators file and given to the educator. The educator may attach a written reply to the minutes.
5. The aim of the meeting is to negotiate how the situation may be improved.
6. The educator will again be given specific indication of where their performance standards are not being met, indicate where changes are required and ways of achieving these, and told the method and date of review of their performance.
7. The educator will be granted another probationary period.
8. The educator will be informed at this stage that termination will be considered if no changes occur.

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

### STEP 3: FINAL WRITTEN WARNING.

1. If the problem still persists another meeting of management should be called and the educator given notice to attend.
2. The matter should be discussed as per the first meeting and further action considered.
3. At this stage the educator will be given a "final written warning".
4. Again the educator has the right of reply and can discuss the situation. They also have the right to have a union representative or person of their choice attend the meeting.

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

### STEP 4: TERMINATION OF EMPLOYMENT.

1. If the problem still continues after the 3 warnings, another special meeting of management will be called and a decision made as to the employment of the educator.
2. If management believes that the educators performance is unlikely to improve then the educator will be dismissed.
3. A written notice will be given indicating date of dismissal (1 week from notice) and reasons for dismissal.
4. The educator may be paid out in lieu of such notice.

### PROCEDURE FOR DEALING WITH SERIOUS UNACCEPTABLE BEHAVIOUR:

- Where an educator in the workplace:
  - Intentionally endangers life.
  - Is found stealing.

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

### **Relief Educators:**

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

### **Volunteers, Students and Visitors:**

#### **VOLUNTEERS**

- All volunteers must be interviewed by the Coordinator and provide two suitable referees and where possible references, before they will be able to work in the service. All volunteers will be required to comply with the WWCC guidelines.
- A job description will be drawn up for volunteers, clearly outlining their duties and expectations of the service.
- The Coordinator will provide a modified induction to the service, which will include a tour of the service, introductions to educators, job description for volunteers and code of conduct. The Coordinator will ensure that

they are fully aware of their duties and the services expectations.

- All volunteers will be required to sign on and off.
- Volunteers will be given a copy of relevant policies such as behaviour management.
- Volunteers are not to discuss children's development or other issues with families.
- Volunteers must adhere to all areas of confidentiality.
- Volunteers should never be left alone with or in charge of any children.
- Volunteers will not be used to do tasks that the employed educators normally do.
- Volunteers will be supernumerary when calculating basic educator: child ratios, except on excursions.
- Volunteers will be invited to take part in social activities of the service.

## STUDENTS

- Placements will be offered to high school students who wish to gain work experience as part of a school program.
- The participating school must initiate the work experience, identify the students suitability and work with the Coordinator in relation to times and expectations.
- The school must provide written authorisation for the student and a copy of their insurance. This will be kept on file.
- Students attending other registered training organisations and studying a relevant field, such as childcare, teaching, recreation or community services. The training organisation must initiate the placement, identify the students suitability and work with the Coordinator in relation to times and expectations. The training organisation must provide written authorisation for the student and a copy of their insurance. This will be kept on file.
- All placements will be negotiated through the Coordinator and placement be only accepted on the discretion of the Coordinator based on issues such as educators ability to supervise and be available to help the students.
- After the Coordinator sees the placement as worthy they will seek approval for the placement from management at the next meeting or if unable to do so prior to the meeting, get approval from the Chairperson or other delegated management member.
- Students will be provided with guidelines identifying their responsibilities, expectations and code of conduct while at the service.
- Students should be made aware of relevant policies such as behaviour management.
- Students are not to discuss a child's development or other issues with the families.
- Students should adhere to all policies concerning confidentiality.
- Students should never be left alone with or in charge of any children.
- Students will not be used to do tasks that the employed staff normally do.

## VISITORS

- Visitors may be invited to the service to stimulate the children's program.
- Visitors could include local people or family members with a skill or ability to share with the children and educators or local community resources such as police, fire brigade etc.
- All other visitors must make an appointment to see the Coordinator at a convenient time.
- Professional access to the service will be at the discretion of the Coordinator or management or when required by law to do so.
- Professionals include, union representatives, State and Federal Government Departmental Officers, Occupational Health and Safety inspectors, building inspectors and police officers.
- Any unwelcome visitor will be calmly asked to leave the service. If they refuse, the Coordinator or educator directed by the Coordinator will call the police for removal.
- No educator is to try to physically remove the unwelcome person, but try to remain calm and keep the person calm as far as possible.

## Educator: Child Ratios



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

## Communication

### EDUCATORS/MANAGEMENT

- Educators and management are to treat each other with respect, courtesy and understanding.
- Appropriate language is to be maintained at all times.
- The Coordinator is the main line of communication between the educators and management.
- Educators can raise any issues with management through the Coordinator. The Coordinator will ensure that this is drawn to management's attention through the monthly report.
- Where necessary, educators will be invited to management meetings to discuss their concerns.
- Where the matter is seen as urgent, the Coordinator may raise the issue with management prior to the meeting and discuss if there is a need for immediate action to be taken at that time.
- If educators have an issue they do not wish to address with the Coordinator they may personally write to management identifying the problem and asking for the help of management. A copy of this letter must be given to the Coordinator.
- The issue should be raised at the next management meeting. The educator involved will be asked to attend the meeting to personally discuss the issue.
- Where there is a distinct conflict between an educator and management, the educator or management member can act on this as per the grievance procedures. A mediator or union representative can be brought in to discuss any concerns that have not been able to be resolved by the normal procedures.

### EDUCATORS/FAMILIES

- Educators will create a comfortable and supportive environment for families and strive for open communication and good relations.
- Educators and families will treat each other with respect, courtesy and understanding.
- Appropriate language is to be maintained at all times.
- Educators will not be judgemental towards families and will respect their need to use childcare.
- Educators will accept family's individual differences in raising their children and in all cultural issues.
- Educators will ensure families are greeted and farewelled in all sessions.
- Educators will maintain regular, open communication with families. Educators should inform families personally about anything relating to their children as an ongoing process. This could be praise about the child's day or activities, any problems the child might have had in the day, issues of behaviour that may have been a concern and so on.
- Educators will regularly talk to families about the child's interests or activities and respond to suggestions from the families.
- Educators will regularly talk to families about the child's cultural needs and celebrations and respond to these.

- When family members contact the service to see how a child is settling in, educators will provide them with information regarding the child's participation and wellbeing.
- Conversations will be maintained at a positive level.
- Communication with families will be maintained in a variety of ways such as:
  - Greeting and farewelling
  - Personal conversations
  - Notice boards
  - Parent handbooks
  - Newsletters
  - Information from management
- Educators will ensure that families are fully aware of all lines of communication, and ensure these are followed.
- Educators will be aware of their limitations in relation to family's problems and ensure they are referred to the appropriate people when required.

Families and educators are requested to maintain confidentiality at all times.

## EDUCATORS/CHILDREN

- Educators and children are to treat each other with respect, courtesy and understanding.
- Educators will respect children's opinions and encourage their participation in the planning of the program and in establishing a code of behaviour for the service.
- Appropriate language is to be maintained at all times.
- Educators will use appropriate voice tone and level when talking to children. Shouting will be avoided.
- Educators will be supportive and encouraging and communicate to children in a friendly positive and courteous manner.
- Educators will greet and farewell children each session.
- Educators will initiate conversations with all children, and develop an understanding of the child and their interests.
- Educators will give praise and positive feedback to the children as often as possible.
- Educators will form friendly and warm relationships with the children in their care.
- When communicating with children, educators will ensure that they are understood and to communicate at the child's level.
- Children will never be singled out or made to feel inadequate at any time.
- Educators will not threaten or verbally abuse the children in any way.

## EDUCATOR/EDUCATOR:

- Educators are to treat each other with respect, courtesy and empathy.
- Appropriate language is to be used between educators at all times.
- Educators are expected to work together as a team and be supportive of each other in the workplace.
- Staff meetings are appropriate times to raise matters of interest or concern to other educators. The Coordinator will arrange for educators contributions to be placed on the meeting Agenda.
- Educators are expected to read minutes of meetings and to take notice of changes to service policy and procedures.
- Educators are to read the daily communication book prior to the commencement of each roster.
- Educators will familiarise themselves with the content of all notices displayed around the service.
- An educator with concerns about the work practices or standards of another educator will firstly approach that person to discuss the matter. If the matter remains unresolved, then the grievance procedures will be followed.
- Educators should not unnecessarily involve families or other educators in their matters of grievance or complaint.

## Staffing Arrangements

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

## CONSIDERATIONS

<i>Education and Care Services National Regulations</i>	<i>National Quality Standard</i>	<i>Other Service policies/documentation</i>	<i>Other</i>
<i>r46, r54, r82, r83, r84, r118, r136, r146, r147, r148, r149, r150, r151, r168, r170, r173, r176, r181.</i>	<i>Standard 2.3, Standard 3.1, QA4, QA5, Standard 6.1, QA7.</i>	<ul style="list-style-type: none"> <li>- <i>Staff Handbook</i></li> <li>- <i>Providing a Child Safe Environment Policy.</i></li> <li>- <i>Interactions with Children Policy.</i></li> <li>- <i>Governance and Management Policy</i></li> <li>- <i>Confidentiality Policy.</i></li> <li>- <i>OSHC Code of Professional Standards.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Child Protection Legislation.</i></li> <li>- <i>Workplace Health and Safety Legislation.</i></li> <li>- <i>My Time, Our Place.</i></li> <li>- <i>Children’s Services Award 2010.</i></li> </ul>

## ENDORSEMENT BY THE SERVICE:

<p><b>Date for Review:</b> _____ <u>January 2025</u> _____</p> <p><b>Date Reviewed:</b> _____ <u>January 2024</u> _____</p>
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## **Providing a Child Safe Environment**

### **POLICY STATEMENT:**

Asquith Community After School Care Centre provides 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 (National Quality Standards 2.3.1 & 2.3.2).

### **PROCEDURES:**

#### **SECURITY**

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

#### **BUILDINGS, EQUIPMENT AND MAINTENANCE:**

- Equipment will be chosen to meet the children's developmental needs and interests. There will be sufficient access to furniture, materials and developmentally appropriate equipment suitable for the education and care for each child.
- Service premises and all equipment and furniture will be maintained in a safe, clean condition and in good repair at all times.
- Children will be provided with adequate, developmentally and age-appropriate toilet, washing and drying facilities. These will enable safe use and convenient access by children.
- There must be no damaged plugs, sockets, power cords or extension cords.
- All plug sockets shall be maintained as child safe.
- Electrical appliances shall be in good working order.
- Electrical circuit breakers will be installed and be maintained.
- Provision will be made in the budget for regular maintenance and repair work and for deferred costs of major capital repairs.
- Management will develop a list of fully licensed and insured trades persons, which is made available to educators. This list will be reviewed on an annual basis.
- All contractors should have their own public liability insurance.

- The service and equipment will be regularly checked to ensure that they are in a good and safe condition, comply with relevant Australian Standards and have appropriate soft-fall surfacing maintained.
- Equipment will be regularly washed and cleaned.
- Recycled craft materials should be checked for potential hazards.
- Educators should ensure safe handling of all tools if used as part of any activity.
- Families will be encouraged to notify educators of any safety issues they observe.
- Anything that requires maintenance is to be reported to the Nominated Supervisor as soon as possible.
- Faulty equipment should be removed or protection placed around any dangerous building sites.
- A maintenance book will be kept that records any maintenance that needs to be addressed.
- The maintenance book will record;
  - Type of problem
  - Date that it was observed
  - Who notified the Nominated Supervisor and when?
  - What was done to rectify the problem?
  - Date repaired
  - Tradesperson employed to repair the problem
- For urgent repairs the Nominated Supervisor will organise a contractor to attend to the problem. The contractor will be chosen from a list that has been previously approved by the committee.
- Non-urgent repairs will be recorded in the maintenance book. The Nominated Supervisor will note this in their report and bring it to the attention of management at the next meeting. Management and the Nominated Supervisor will organise to rectify the problem.
- For major repairs a minimum of three quotes will be sought and reviewed by management who will make a decision on a further course of action. The Nominated Supervisor or someone with management control may obtain the quotes.
- Maintenance reviews should be done as part of the Nominated Supervisor's report at each meeting.
- The Nominated Supervisor will also give a review of works completed by any tradesman employed, for future reference.
- It is the responsibility of management, once a problem has been raised, to ensure that it is rectified in the most efficient manner and that 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:
  1. Initially using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-chemical products.
  2. Low irritant, environmentally friendly sprays to be used minimally and only with adequate ventilation and preferably not in the presence of the children.
  3. 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

- The services indoor environment will be smoke free, and no smoking notices will be prominently displayed.
- The Nominated Supervisor will only enrol the number of children in the service, which can comfortably fit into the building space and in accordance with the National Regulations.
- Where children are indoors for long periods due to weather conditions, special activities will be planned and other areas sought to disperse the group such as school halls and verandas.
- Separate areas in the indoor environment will be provided for:
  - Signing children in/out of 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 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 always made available to the children.
- Easy access to areas should be maintained by making clear easily definable passageways and walkways though the building.
- Staff will ensure that children properly store their bags and that bags and other items are not thrown into walkways or play areas.
- All items obstructing areas are to be removed and placed in the correct storage areas.
- Areas must be set up to ensure that proper supervision can be maintained at all times.
- Access to the outdoor environment should be clear and easily accessible by the children and staff.

### OUTDOOR ENVIRONMENT:

- The outdoor environment provides each child with at least 7 square metres of unencumbered outdoor space in compliance with National Regulation 108.
- The outdoor environment will be smoke free and where possible, no smoking notices will be prominently displayed.
- The outdoor space will be inspected daily for any obstacles or dangerous items and the hazard check will be recorded.

- Any hazardous items will be disposed of in a safe and careful manner prior to the children playing in the area.
- The outdoor space will be set up in a variety of ways to encourage participation.
- Areas will be made available where children can play in large or small groups or by themselves.
- Supervision should be properly maintained. Children are only to play in areas that are clearly visible to educators, and where child/educator ratios are maintained.
- Clear boundaries shall be set and enforced.
- When it is necessary to go outside the boundaries or line of supervision, an educator must accompany children.
- Adequate shade via trees and coverings will be maintained.
- As far as possible, activities will be set up in shaded areas.
- Use of other outdoor venues will be considered where access to the area is safe, adequate supervision can be maintained, the area is considered of value to the children's physical development and personal comfort, and where adequate staff/educator ratios can be maintained.

### Child Protective Practices

These will be updated in recognition of new working with children check legislation when introduced

### MANDATORY REPORTING

- A Mandatory Reporter is anybody who delivers services to children as part of their paid or professional work.
- In OSHC services mandatory reporters are:
  - Educators that deliver services to children
  - Management, either paid or voluntary, whose duties include direct responsibility or direct supervision for the provision of these services.
- Educators are mandated to use the Mandatory Reporter's Guide if they have current concerns about the safety or welfare of a child relating to section 23 of the NSW Children and Young Persons (Care and Protection) Act 1998
- Section 23 (1):
  - a) The child's or young person's basic physical or psychological needs are not being met or are at risk of not being met,
  - b) The parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive necessary medical care,
  - c) In the case of a child or young person who is required to attend school in accordance with the *Education Act 1990*—the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive an education in accordance with that Act,
  - d) The child or young person has been, or is at risk of being, physically or sexually abused or ill-treated,
  - e) The child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm,
  - f) A parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm,
  - g) The child was the subject of a pre-natal report under section 25 and the birth mother of the child did not engage successfully with support services to eliminate, or minimize to the lowest level reasonably practical, the risk factors that gave rise to the report

(2): Any such circumstances may relate to a single act or omission or to a series of acts or omissions

- Educators will undergo training in relation to child protection and reporting as part of the training budget.
- Reports should be treated with strict confidentiality in adherence to the service's Confidentiality Policy and Procedures.
- Any educator who forms a belief based on reasonable grounds that a child is at risk of harm should discuss



their concerns with the Nominated Supervisor and/or the Responsible Person in charge of daily operation as they may have information the educator is not aware of. The incident/s that lead the educator to form the belief should be recorded concisely include as much detail as possible and be kept in a secure place to ensure confidentiality.

- The Nominated Supervisor/Responsible Person will then assist staff in completing the online Mandatory Reporters Guide (MRG) to determine whether the report meets the threshold for **significant** risk of harm (see point below for further information regarding the MRG).
- If directed by the MRG to report to Community Services, should report their concerns to the Child Protection Helpline:
  - Mandatory Reporters phone 13 36 27
  - Non-Mandatory reporters phone 132 111
- When reporting to the Child Protection Helpline, it is important to have as much information as possible available regarding the child/children involved and any specific incident details. This might include child's information, family information, reporter details and outcomes of the MRG.
- If the Nominated Supervisor has been advised to but has not reported to Community Services you are legally responsible to do so.
- Once a report is made to the Child Protection Helpline no further report needs to be made unless new information comes to hand.

### MANDATORY REPORTING GUIDE (MRG):

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

### INFORMATION EXCHANGE:

- In order to provide effective support and referral it may be necessary to exchange information with other prescribed bodies including government agencies or non-government organisations and services.
- The NSW Children and Young Persons (Care and Protection) Act 1998 has been amended (2009) to include chapter 16A Information Exchange
- Chapter 16A requires prescribed bodies to take reasonable steps to coordinate decision making and the delivery of services regarding children and young people
- Under Chapter 16 A NSW Children and Young Persons (Care and Protection) Act 1998, educators will exchange information that relates to a child or young persons safety, welfare or wellbeing, whether or not the child or young person is known to Community Services and whether or not the child or young person consents to the information exchange.
- The information requested or provided **must** relate to the safety, welfare or wellbeing of the child.  
Information includes:
  - A child or young persons history or circumstances
  - A parent or other family member, significant or relevant relationship

- The agency's work now and in the past
- Where information is provided in good faith and according to legal provisions, under section 29 & section 245G NSW Children and Young Persons (Care and Protection) Act 1998; reporters cannot be seen as breaching professional etiquette or ethics or as a breach of professional standards. There can be no liability for court action.

## WHERE A COMPLAINT IS MADE ABOUT AN EDUCATOR OR SOMEONE IN THE SERVICE:

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

## RECRUITMENT AND ORIENTATION OF STAFF

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

**CONSIDERATIONS:**

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

**ENDORSEMENT BY THE SERVICE:**

<p><b>Date for Review:</b> _____ <b>January 2025</b> _____</p>
<p><b>Date Reviewed:</b> _____ <b>January 2024</b> _____</p>

# Dealing with Medical Conditions and Medication Administration

## POLICY STATEMENT:

Asquith Community After School Care Centre will work closely with children, families and where relevant schools and other health professionals to manage medical conditions of children attending the service. We will support children with medical conditions to participate fully in the day-to-day program in order to promote their sense of 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). Medications will only be administered to children in accordance with the National Law and Regulations.

## PROCEDURE

### Dealing with medical conditions

- Families will be asked to inform the service of any medical conditions the child may have at the time of enrolment. This information will be recorded on the child’s enrolment form.
- Upon notification of a child’s medical condition, the service will provide the family with a copy of this policy in accordance with regulation 91.
- Specific or long term medical conditions will require the completion of a medical management plan developed in conjunction with the child’s doctor and family.
- It is a requirement of the service that a risk minimisation plan and communication plan is developed in consultation with the child’s family. The Coordinator / First Aid Officer will meet with the family and relevant health professionals as soon as possible prior to the child’s attendance to discuss the content of the plan to assist in a smooth and safe transition of the child into the service.
- Content of the risk minimisation plan will include:
  - Identification of any risks to the child or others by their attendance at the service.
  - Identification of any practices or procedures that need adjustment at the service to minimise risk e.g. food preparation procedures.
  - Process and time line for orientation or training requirements of educators.
  - Methods for communicating between the family and educators if there are any changes to the child’s medical management plan.
- The medical management plan will be followed in the event of any incident relating to the child’s specific health care need, allergy or relevant medical condition. All educators including volunteers and administrative support will be informed of any special medical conditions affecting children and orientated regarding the necessary management. In some cases specific training will be provided to educators to ensure that they are able to effectively implement the medical management plan.
- Where a child has an allergy, the family will be asked to supply information from their doctor explaining the effects if the child is exposed to whatever they are allergic to and to explain ways the educators can help the child if they do become exposed.
- Where possible the service will endeavour to not have that allergen accessible in the service.
- All medical conditions including food allergies will be placed on the inside of the cupboards in the kitchen area out of the sight of general visitors and children. It is deemed the responsibility of every educator at the service to regularly read and refer to the list.
- All relief 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.

- Where a child has a life-threatening food allergy and the service provides food, the service will endeavour not to serve the particular food allergen in the service when the child is in attendance and families will be advised not to supply that allergen for their own children. Families of children with an allergy may be asked to supply a particular diet if required (e.g. soy milk, gluten free bread).
- Where it is necessary for other children to consume the particular food allergen (e.g. milk or other dairy foods) the child with a food allergy will be seated separately during meal times and all children will wash their hands before and after eating.
- Where medication for treatment of long term conditions such as asthma, epilepsy, anaphylaxis or ADHD is required, the service will require an individual medical management plan from the child's medical practitioner or specialist detailing the medical condition of the child, correct dosage of any medication as prescribed and how the condition is to be managed in the service environment.
- In the event of a child having permission to self-medicate this must be detailed in an individual medical management plan including recommended procedures for recording that the medication has been administered. The doctor must provide this plan. In a one off circumstance the service will not make an exception to this rule and will require the families to complete the procedure for the educators to administer the medication.
- Children's medications are in their own bags in the kitchen cupboard. This cupboard will have visible signs expressing the medications' location that is checked every term for expiry. Expiry dates will be recorded in first-aid file on the i-mac for staff to refer to.
- Children with medication must always have in-date medication on premises. This medication is to be provided by the parents. An email will be sent out to parents a month before the medication's expiry date. If a replacement is not received within 7 days of the initial email, the child will not be able to attend our service.
- On excursions in Vacation Care, educators will have a list of all children in their groups that have a medical condition. If these conditions require medication, the medication will be organised and placed in the appropriate bag by the First Aid Officer or Supervisor. The medical management plans will be attached in the corresponding group bags.
- In the unlikely event of a high temperature, the Supervisor will seek authorisation from the parent to orally administer Panadol/Nurofen in an attempt to reduce fever. If Panadol/Nurofen has been administered to a child, their parent/guardian will be contacted and requested to pick their child up within an hour. Panadol/Nurofen is only to be administered in the event of a high temperature.
- Medical records will be created and stored in 1Place. This will automatically send the report to the parent/guardian's email.

### **Administration of Medication**

- Prescription medication will only be administered to the child for whom it is prescribed, from the original container bearing the child's name and with a current use by date. Non-prescription medication will not be administered at the service unless authorised by a doctor.
- Educators will only administer medication during services operating hours.
- Permission for a child to self medicate will be administered with the families written permission only, or with the verbal approval of a medical practitioner or parent in the case of an emergency.
- In the event that a case of emergency requires verbal consent to approve the administration of medication, the service will provide written notice to the family as soon as practical after administration of the medication.
- Families who wish for medication to be administered to their child or have their child self administer the medication at the service must complete a medication form providing the following information;
  - Name of child

- Name of medication
  - Details of the date, time and dosage to be administered. (General time, e.g. lunchtime will not be accepted.)
  - Where required, indicate if the child can administer the medication itself or have an educator do it.
  - Signature of family member
- Medication must be given directly to an educator and not left in the child's bag. Educators will store the medication in a designated secure place, clearly labelled and ensure that medication is kept out of reach of children at all times.
  - If anyone other than the parent is bringing the child to the service, a written permission note from the parent, including the above information, must accompany the medication.
  - An exception to the procedure is applied for asthma medication for severe asthmatics in which case the child may carry their own medication on their person with parental permission. Where a child carries their own asthma medication, they should be encouraged to report to an educator their use of the puffer as soon as possible after administering and the service maintain a record of this medication administration including time, educator advised and if the symptoms were relieved.
  - Before medication is given to a child, the educator (with current First Aid Certificate) who is administering the medication will verify the correct dosage for the correct child with another educator who will also witness the administration of the medication.
  - After the medication is given, the educator will record the following details on the medication form: Name of medication, date, time, dosage, name and signature of person who administered and name and signature of person who verified and witnessed.
  - Where a medical practitioner's approval is given, educators will complete the medication form and write the name of the medical practitioner for the authorisation.

### CONSIDERATIONS:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
r90-91, 92-96, 178, 181-184  Law s167, 173	Standards 2.1, 6.2 and 6.3	<ul style="list-style-type: none"> <li>- Parent Handbook</li> <li>- Staff Handbook</li> <li>- Enrolment and Orientation Policy</li> <li>- Providing a Child Safe Environment Policy</li> <li>- Management of incident, Injury, Illness and Trauma policy</li> <li>- Administration of First Aid policy</li> </ul>	<ul style="list-style-type: none"> <li>- Disability Discrimination Act 1975</li> <li>- NSW Anti-discrimination Act 1977</li> <li>- Work Health and Safety Act 2011</li> <li>- Individual Medical Management Plans and corresponding resources.</li> <li>- My Time, Our Place.</li> </ul>

### ENDORSEMENT BY THE SERVICE:

<p><b>Date for Review:</b> _____ <u>January 2025</u> _____</p> <p><b>Date Reviewed:</b> _____ <u>January 2024</u> _____</p>
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# Management of Incident, Injury, Illness & Trauma

## POLICY STATEMENT:

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

## PROCEDURE

### Enrolment Information

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

### Incident, injury or trauma to a child whilst in the service

- If a child, educator or visitor has an accident while at the centre, an educator who holds a first aid certificate will attend to them immediately.
- Anyone injured will be kept under adult supervision until they recover and an authorised person takes charge of them.
- In the case of a major incident, injury, illness or trauma at the service requiring more than basic first aid, the first aid attendant will:
  1. Assess the injury, and decide whether the injured person needs to be attended to by a doctor or whether an ambulance should be called. The educator in charge or nominated supervisor will be advised of their decision.
  2. If the injury is serious, the first priority is to get immediate medical attention. Families or emergency contacts should be notified straight away where possible. If not possible, there should be no delay in organising proper medical treatment.
  3. Attend to the injured person and apply first aid as required.
  4. Educators will ensure that disposable gloves are used with any contact with blood or bodily fluids as per the infectious disease policy.
  5. Educators will stay with child until suitable help arrives, or further treatment taken.
  6. The educators will try to make the child comfortable and reassure them that they will be ok and that their families have been called.
  7. If an ambulance is required and the child is taken to hospital, an educator will accompany the child and take the child's medical records with them.
  8. Complete an 'Incident, Injury, Trauma and Illness Record' and a serious incident report for the regulatory authority.

During this time another educator will:

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

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

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

- Educators in the service 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 service hours, a clear emergency procedure will be maintained for the other children at the service.
- If a child is then deceased, the Coordinator/Nominated Supervisor should make contact with the child's school to liaise with them regarding the school's response to the event.
- The Nominated Supervisor should also contact the NSW Regulatory Authority as soon as possible and within 24 hours to report the incident. The school and Network of Community Activities should be contacted to seek additional support, resources or advice.

### **Reporting of Serious Incident, Injury and Trauma**

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

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

- If the advice of a medical practitioner was sought or the child attended hospital in connection with the incident, injury, trauma or illness, then the incident is considered 'serious' and the regulatory authority must be notified.
- An incident, 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 incident, injury, trauma or illness and medical attention was sought for the child, or should have been sought, including attendance at hospital or medical facility for



further treatment.

## Illness

- Families are advised upon enrolment and in regular reminders not to bring sick children to the service and to arrange prompt collection of children who are unwell. The care needs of a sick child are difficult to meet without dramatically reducing the general level of supervision of the other children, or risking other children's health.
- Where a child takes ill at the service, all care and consideration will be given to comfort the child and minimise the risk of cross infection until the child is collected by the family/emergency contact.
- A child or adult will be considered sick if he/she:
  - Sleeps at unusual times, is lethargic.
  - Has a fever over 38<sup>o</sup>.
  - Is crying constantly from discomfort.
  - Vomits or has diarrhoea.
  - Is in need of constant one to one care.
  - Have symptoms of an infectious disease.
- If a child is unwell at home, the family is not permitted to bring the child to the service. Children who appear unwell when being signed in by their parent/ guardian will not be permitted to be left at the service.
- If a child becomes ill whilst at the service, the parents will be contacted to take the child home. Where the family is unavailable, emergency contacts will be called to ensure the child is removed from the service promptly.
- The child who is ill will be comforted, cared for and placed in a quiet isolated area with adult supervision until the child's family or other authorised adult takes them home.
- During a fever, natural methods will be employed to bring the child's temperature down until the family arrives or help is sought. Such methods include removing clothing as required, clear fluids given, tepid sponges administered.
- If a child's temperature is very high, cannot be brought down and their family cannot be contacted, the child's enrolment record will be checked for permission to give paracetamol. If the situation becomes serious, the child will be taken to the doctor or an ambulance called.
- If a staff member becomes ill or develops symptoms at the centre they can return home if able or the Coordinator will organise for someone to take them home.
- The Coordinator will organise a suitable staff replacement as soon as possible.
- An 'Incident, Injury, Trauma and Illness Record' will be filled out appropriately and signed by the Educator, Parent and Coordinator as soon as possible.
- **If a child cannot attend Vacation Care due to illness the family will still be charged if 7 day's notice is not given, this is since the service has already had to pay for the child to attend, particularly in the case of excursions.**
- **If a child misses two or more days of Vacation Care, a doctor's certificate will be accepted to relieve the family of having to pay for missed Vacation Care days.**

**CONSIDERATIONS:**

<b>Education and Care Services National Regulations</b>	<b>National Quality Standard</b>	<b>Other Service policies/documentation</b>	<b>Other</b>
r12, 85, 86, 87, 88	2.1	<ul style="list-style-type: none"> <li>- Parent Handbook</li> <li>- Staff Handbook</li> <li>- Acceptance and Refusal of Authorisations Policy</li> <li>- Enrolment and Orientation Policy</li> <li>- Administration of Medication Policy</li> <li>- Providing a Child Safe Environment Policy</li> <li>- Administration of First Aid Policy</li> </ul>	<ul style="list-style-type: none"> <li>- Work, Health and Safety Act 2011</li> <li>- ACECQA “Frequently Asked Questions”</li> <li>- NSW Department of Health guidelines</li> <li>- Disability Discrimination Act 1975</li> <li>- NSW Anti-discrimination Act 1977</li> <li>- Staying Healthy in Child Care (5<sup>th</sup> Edition)</li> </ul>

**ENDORSEMENT BY THE SERVICE:**

<p><b>Date for Review:</b> _____ <u>January 2025</u> _____</p> <p><b>Date Reviewed:</b> _____ <u>January 2024</u> _____</p>
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# ILLNESS EXCLUSION POLICY

## **POLICY STATEMENT**

We feel that a child's health is an important part of their well-being. If a child is ill they are not able to enjoy their time at the carers home, play session or centre and their attendance increases the chance of cross infection for other children. We feel that the health of all children in care is of primary importance and all steps will be taken to reduce the risks of cross infection.

Excluding sick children and adults is an important way of preventing the introduction and re-introduction of infections into the service.

**Please Note:** Exclusion due to illness will be based on recommendations from "Staying Healthy in Childcare" 4th Edition.

## **PROCEDURE:**

### **Criteria for Exclusion (not allowed to attend centre or will be required to be collected):**

- Fever in excess of 38.50°
- Two (2) or more loose bowel movements, showing symptoms of diarrhoea (an increase in the frequency, running's or volume of the faeces) within 24 hours
- Two (2) or more repeated vomiting
- Unidentified or infectious rash or skin infection
- Eye discharge
- Symptoms of an upper respiratory tract infection (cough, nasal discharge, sore throat, ear ache) associated with a fever
- Extreme lethargy or fretting

### **If your child becomes ill whilst in care:**

- You will be contacted by an educator
- If an educator contacts you, it is important that you come to the service immediately or arrange for another person to collect your child straight away.
- Educators do not ring parents unless they are genuinely concerned about a child's health.
- If parents cannot be contacted, those persons listed on the enrolment form as emergency contacts will be called.

### **Your child should not attend care if:**

- They have a temperature over 38.50°
- They have had vomiting and/or diarrhoea overnight
- They have started a course of antibiotics within the last 24 hours
- They have any rashes that have not been identified and cleared by a Doctor, and a Doctor's Certificate has not been obtained.
- If they have a "rattling" chest, which is a sign of congestion
- They have eye discharge

If your child arrives to care and the educator feel that your child is too ill to stay at the centre, then you will be asked to take your child home. We will also contact you if your child becomes ill during the day.

Remember that if a child is well enough to attend care then they will be expected to go outside with the other children. Often sick children will ask to come to care, and although they may be disappointed, please keep them at home.

**The best place for a sick child is at home in their bed!**

The close proximity of children and educators within the service makes the risks of cross infections very high. We emphasise that we need your co-operation in keeping your sick child at home, so that illnesses can be kept to a minimum.

- Children who have been sent home or are absent from the service will be advised if a doctor's certificate is required before returning to the service
- Following cases of vomiting and diarrhoea a child is not to attend the service for at least 24 hours from their last bout.
- Head Lice – Effective treatment is to commence prior to the child returning to care
- It is recommended that the child will need to be excluded from care during the first 24 hours of antibiotic therapy while symptoms of illness exist.
- If educators are concerned with a child's change in behaviour, temperature, or physical symptoms then:
  - Refer to "Staying Healthy in Childcare"
  - Contact parent to consult about treatment and organise collection of the child
  - Monitor child
  - Respond to symptoms (isolate if necessary)
  - If necessary seek medical advice or treatment
- Your child should have a normal temperature for at least 24 hours prior to returning to care
- If an educator is still concerned with a child's behaviour, temperature or physical symptoms when they return, then:
  - Sight doctor's certificate for contagious illnesses
  - Child not to attend centre until a doctor's certificate is provided

## NOTIFICATION OF DISEASES

Childcare centres should inform the local public health unit of the following conditions:

- Diarrhoea (if several children in one group are ill)
- Haemophilus influenzae type B (Hib)
- Hepatitis A
- Hepatitis B (recent illness only)
- Measles
- Meningococcal infection
- Parvovirus B19 (if 2 or more cases)
- Pertussis (whooping cough)
- Roseola (if two or more children in one group are ill)
- Scarlet fever
- TB
- Diphtheria
- Mumps
- Poliomyelitis
- Rubella
- Tetanus
- Flu outbreaks e.g. Swine Flu (H1N1), Bird Flu (H5N1)

By informing the public health unit, the centre benefits because public health staff may be able to help:

- Identify the cause of the illness
- Explain the consequences to children and educators of an infection
- Trace the source of the infection (for example, contaminated food)
- Advise on appropriate control measures (for example, vaccines, antibiotics, exclusion, education, infection control practices)
- An 'Incident, Injury, Trauma and Illness Record' should be filled accurately filled out as soon as possible and signed by all necessary parties.

**CONSIDERATIONS:**

Education and Care Services National Regulations	National Quality Standard	Service policies/documentation	Other
158, 159, 160, 161, 162, 168, 177, 183.	6.1, 7.3.	Service Enrolment form Family Handbook Fee Policy Confidentiality Policy Delivery and Collection of Children Policy Acceptance & Refusal of Authorisations Policy Governance & Management Policy	Network <i>Record Keeping</i> Factsheet Child Care Service Handbook (DEEWR) A New Tax System (Family Assistance) Act 1999 Child Care Management System

**ENDORSEMENT BY THE SERVICE:**

<p><b>Date for Review:</b> _____ <b>January 2025</b> _____</p>
<p><b>Date Reviewed:</b> _____ <b>January 2024</b> _____</p>

# Acceptance & Refusal of Authorisations

## POLICY STATEMENT:

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

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

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

Authorisation from families may also be required if:

- A child is leaving 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 the OSHC service.
- Children are leaving the service to make their own way home.

## 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;
  - 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 original form/letter provided by the service;
- 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.
- Obtain written authorisation, if a person other than the parents/guardian or other nominated person cannot collect the child.
- In certain circumstances verbal authorisation, may be accepted at the discretion of the senior staff member on duty. This would be relevant in situations where there has been an emergency situation and no one from the child's authorised list is able to collect the child. An email, fax or text message is suitable as written authorisation.
- Exercise the right to refuse if written or verbal authorisations do not comply with the requirements outlined above.
- Waive compliance for authorisation where a child requires emergency medical treatment for conditions such as Anaphylaxis or Asthma. 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.



**CONSIDERATIONS**

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
r93, 94, 99, 102, 157, 158, 161	Standard 2.3 and 7.3	Parent Handbook Staff Handbook Enrolment and Orientation Policy Administration of Medication Policy Providing a Child Safe Environment Policy	

**ENDORSEMENT BY THE SERVICE:**

<p><b>Date for Review:</b> _____ <u>January 2025</u> _____</p> <p><b>Date Reviewed:</b> _____ <u>January 2024</u> _____</p>
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# Nutrition & Food Safety

## **POLICY STATEMENT:**

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

## PROCEDURE:

### **Nutrition**

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

### **Food Safety**

- All food will be prepared and stored in a hygienic manner as per the current Australian New Zealand Food Standards.
- Opened food will be stored in tightly sealed containers, away from any chemicals.
- Kitchen equipment will to be cleaned and stored appropriately.
- Surfaces are cleaned and sanitised before and after food preparation.
- All perishable foods will be stored in the refrigerator and the temperature should be monitored to ensure it is less than 5°C, this will be checked every morning.



- All stored food will be labelled with an opened/cooked date and an expiry date to maximise food safety.
- Any left-over perishable food cooked by the centre during afternoon activities must be discarded on the same day.
- Children will be encouraged not to share their drinking and eating utensils.
- Tongs and spoons will be used for the serving of food. Where possible, educators will encourage children to serve their own food and drinks to encourage the development of their food handling skills as well as acknowledging their growing sense of independence.
- All cups, plates and utensils will be washed in hot, soapy water and then sanitised.
- Children should be seated while eating or drinking.
- Educators can choose whether to wear gloves or not provided that effective hand washing is being implemented. If gloves are used, care must be taken to avoid contaminating food by only using them for one continuous task and then discarding them. Gloves must be removed, discarded, hands washed, and the gloves replaced with a new pair before handling food and before working with ready to eat food after handling raw food.
- Gloves must be removed and discarded before using the toilet, smoking, coughing, sneezing, using a handkerchief, eating, drinking, or touching the hair, scalp or body. They will then be replaced if food preparation continues.
- All rubbish or left-over food is to be disposed of immediately in lidded bins and bins emptied daily and regularly cleaned with disinfectant.
- Containers are to be cleaned and stored appropriately to ensure pests are not able to contaminate them.
- Children will be encouraged to be involved in food preparation to assist them to have opportunities to learn more about hygiene practices when preparing food. This participation should always be supervised, and an explanation provided to children on the reasons why hygienic conditions are maintained.
- The service will regularly review and evaluate food-handling practices in line with current best practice guidelines from recognised authorities.
- The service will provide food handling and hygiene information to parents.

#### CONSIDERATIONS:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
r77, 78, 79, 80	Standard 2.1	Parent Handbook Staff Handbook Dealing with Infectious Diseases Policy Cleaning Checklist	Australian Dietary Guidelines for children and adolescents. National <i>Food Standards Code (FSANZ)</i> <i>Food Act 2003 (NSW)</i> <i>Food Regulation 2010 (NSW)</i> NRG@OOSH (Network of Community Activities)

#### ENDORSEMENT BY THE SERVICE:

<p><b>Date for Review:</b> _____ <b>January 2025</b> _____</p> <p><b>Date Reviewed:</b> _____ <b>January 2024</b> _____</p>
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# Hygiene

## **POLICY STATEMENT**

Asquith Community After School Care Centre 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)

## 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 non-judgmental approach to differences in hygiene practices and standards between families 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 practised by all 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 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. Daily cleaning includes wiping down all high contact surfaces, vacuuming and mopping and ensuring both staff and children's bathrooms are well maintained and sanitised.
- Deep cleaning is also completed weekly and requires dusting of all surfaces. The pantries, microwave, fridge and other kitchen areas are also cleaned weekly.
- All toilet facilities will have access to a basin or sink with running hot and cold water and soap and paper towel for washing and drying hands.
- Women and girls will have access to proper feminine hygiene disposal.
- Soap and paper towel will also be available in the kitchen area.
- All Toilets, hand basins and kitchen facilities used by the service will be cleaned and disinfected daily. Surfaces will be cleaned with detergent after each activity and at the end of the day and all contaminated surfaces will be disinfected.
- Toys will be washed, cleaned, and disinfected on a regular basis with material items such as dress ups and cushion covers laundered as required but a minimum of quarterly.

## 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 explained to teach children why hygienic conditions are maintained.
- Food will be stored in tightly sealed containers, away from any chemicals.
- Kitchen equipment will to 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 for 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 (FSANZ 3.2.2 Division 4 (4)). 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 left-over food is to be disposed of immediately in lidded bins and bins emptied at least daily and then wiped with disinfectant.

### **Pandemic Outbreak**

In the rare occurrence of a pandemic outbreak, the centre will take precautions to prioritise the safety of all stakeholders. This includes the following implementations:

- Children and staff are to wash their hands before entering the centre and before leaving.
- Children are also to wash their hands before and after eating, before and after they have played with toys and after they have touched their faces or coughed/sneezed.
- Toys that have been in close contact with children's bodily fluids need to be placed in the bucket located in the kitchen to be deep cleaned.
- High use areas such as railings, doorknobs, bench tops, light switches etc. are to be regularly sanitised to prevent cross contamination.
- Toilets are to be regularly sanitised throughout the day and any accidents are to be cleaned up immediately.
- Where possible, all staff and children to maintain a social distance of 1.5m.
- Soap and sanitiser dispensers to be regularly refilled and sanitised.
- Families are not to enter the centre/school during a pandemic.
- After all children have left the centre, staff are to sanitise all surfaces and disinfect the centre before the following morning.

These policies will remain in place under the World Health Organization declares the pandemic is over or risk assessment is undertaken by the centre.

## CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
r77, 78, 79, 80	Standard 2.1.3	Parent Handbook Staff Handbook Dealing with Infectious Diseases Policy Cleaning Checklist	National <i>Food Standards Code (FSANZ)</i> <i>Food Act 2003 (NSW)</i> <i>Food Regulation 2010 (NSW)</i> NSW Department of Health.

## ENDORSEMENT BY THE SERVICE:

<p>Date for Review: _____ January 2025 _____</p> <p>Date Reviewed: _____ January 2024 _____</p>
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# 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.

## **PROCEDURE**

- Hazardous machinery, chemicals and activities which are likely to cause potential danger to children, staff or others in the centre will not be used or undertaken while the service is in operation.
- Should any pests or vermin be identified then action should be taken to rid the centre of the problem by initially using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-chemical products
- Most of our cleaning products are from Taren cleaning supplies. These products assist with new national quality standards QA2.1.3, QA2.3.2 QA3.3, QA3.3.1 Which also deal with the centres contribution to a sustainable future.
- All staff are trained on how to use these safely.
- 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 to inadvertently provide access to these items by the children.
- Cleaning and hazardous products should not be stored close to foodstuffs or where storage of these food products might contaminate foodstuffs.
- Staff should always read the label before use of any cleaning material, sprays or chemicals and be aware of appropriate first aid measures.

## **ENDORSEMENT BY THE SERVICE:**

**Date for Review:** \_\_\_\_\_ **January 2025** \_\_\_\_\_

**Date Reviewed:** \_\_\_\_\_ **January 2024** \_\_\_\_\_

# Management of Animals

## POLICY STATEMENT

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

## PROCEDURES:

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

## Educators will:

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

## Minimising risk to health and safety

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

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

**Bat bites.** Australian bats harbour a Lyssavirus, which is very similar to the rabies virus. If you are scratched or bitten by a bat, immediately clean the wound with soap and running water for 5 minutes and contact your doctor or a public health unit.

**Fish and other marine organisms.** Scratches from fish and other marine organisms such as coral can cause unusual infections. If an injury caused by a fish, or a wound contaminated by sea, pond, or aquarium water, becomes infected, it is important to see a doctor and explain how the injury occurred.

**Fleas.** Fleas can infect both animals and humans, causing irritation and inflammation of the skin. Treat animals, their bedding and their immediate environment (that is, where they usually rest) to destroy adult and immature fleas.

### CONSIDERATIONS:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
Not applicable	1.1, 1.2, 2.1, 2.3, 6.1	Administration of First Aid policy Dealing with Infectious Diseases Management of Injury, Illness, Incident and Trauma policy Providing a Child Safe Environment policy	Staying Healthy in Child Care Companion Animals Act 1998 Prevention of Cruelty to Animals Act 1979

### ENDORSEMENT BY THE SERVICE:

<p>Date for Review: _____ January 2025 _____</p> <p>Date Reviewed: _____ January 2024 _____</p>
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# Sun Protection

## **POLICY STATEMENT**

Asquith Community After School Care Centre 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 and monitoring the exposure to the sun of both them 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.

## 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, 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 (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.

### CONSIDERATIONS.

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
110, 114	2.3.2, 6.3.2	Health & Safety Policies. Excursion Policy.	WHS Act and Regulations 2012 NSW Cancer Council <a href="http://www.cancercouncil.com.au/reduce-risks/sun-protection">www.cancercouncil.com.au/reduce-risks/sun-protection</a>

### ENDORSEMENT BY THE SERVICE:

<p><b>Date for Review:</b> _____ <u>January 2025</u> _____</p> <p><b>Date Reviewed:</b> _____ <u>January 2024</u> _____</p>
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## Water Safety

### **POLICY STATEMENT:**

Asquith Community After School Care Centre 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.

### **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 always supervised 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 assessment 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 is 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.

### CONSIDERATIONS:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
168	2.3	Health & Safety Policies. Excursion Policy.	My Time, Our Place. Work, Health & Safety Act 2011.

### ENDORSEMENT BY THE SERVICE:

**Date for Review:** \_\_\_\_\_ January 2025

**Date Reviewed:** \_\_\_\_\_ January 2024 \_\_\_\_\_

## Administration of First Aid

### **POLICY STATEMENT:**

Asquith Community After School Care Centre will provide and maintain a high level of care for children attending the service. The service will ensure that necessary educators will be suitably qualified in emergency first aid management and that first aid equipment and support will be available to all children, educators and visitors to the service and whilst on excursions. Ideally, all educators will undertake senior first aid, asthma management and anaphylaxis management training to ensure full and proper care of all is maintained (My Time Our Place 3).

### PROCEDURE:

- The nominated supervisor is responsible for ensuring that a minimum of one educator who is currently qualified in senior first aid, asthma management and anaphylaxis management is present at the service at all times it is educating and caring for children.
- The service will endeavour to have all educators holding a current first aid qualification.
- A current first aid certificate or willingness to undergo training will be advertised for all new positions.
- 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 outdoor activities.
- The first aid kit will contain the minimum equipment suggested by the Red Cross or St John's Ambulance and a first aid manual will be kept at the centre.
- A cold pack will be kept in the freezer for treatment of bruises and swelling.
- An inventory of the kits will be maintained and checked on a minimum monthly basis and signed off by the assigned 'First Aid Officer'. The checklists may be requested for sighting by management or from the NSW regulatory authority.
- A 'First Aid Officer' 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. A second educator should make all emergency calls.

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

1. Reassure the child
2. Assess the injury

3. Attend to the injured person and apply first aid as required.
  4. Ensure that disposable gloves are used with any contact with blood or bodily fluids.
  5. Ensure that all blood or bodily fluids are cleaned up and disposed of in a safe manner as per the infectious diseases policy.
  6. Ensure that anyone who has come in contact with any blood or fluids washes their hands thoroughly in warm soapy water.
  7. Record the incident and treatment given in 1Place 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
    -
  8. Notify the parents either by phone after the incident if seen fit or on their arrival to collect the child but not later than 24 hours after the occurrence.
  9. 1Place will send a digital record of the incident to the parents' email.
  10. Parental signature confirming knowledge of the accident report form will be gained at the soonest possible convenience.
- 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 “Management of Incident, Injury, Illness and Trauma” policy are followed and the Regulatory Authority is notified within 24 hours of either the incident or them becoming aware of the incident.

### CONSIDERATIONS:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
r89, 12, 87,  National Law s174	2.1	Parent Handbook Staff Handbook Providing a Child Safe Environment Policy Excursion Policy Management of Incident, Injury and trauma Policy Infectious Disease Policy	My Time, Our Place Framework ACECQA “Frequently Asked Questions”

### ENDORSEMENT BY THE SERVICE:

<p><b>Date for Review:</b> _____ <u>January 2025</u> _____</p> <p><b>Date Reviewed:</b> _____ <u>January 2024</u> _____</p>
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## Emergency and Evacuation

### **POLICY STATEMENT.**

Asquith Community After School Care Centre will provide an environment that provides for the safety and wellbeing of the children at all times (“*My Time, Our Place*” 1.1, 3.1). All children and Educators will be aware of, and practised in, emergency and evacuation procedures. In the event of an emergency, natural disaster, or threats of violence these procedures will be immediately implemented. Practice sessions will be conducted to ensure the children are aware of what to do in a scenario and discuss possible scenarios where emergency procedures may be required. Children will be encouraged to come up with solutions and ideas for improving on the procedures or discussing ways to avert emergency situations (“*My Time, Our Place*” 4.2). Opportunities for older children to access and use the written emergency procedures to orientate new children prior to an emergency drill will be provided by educators on a regular basis prior to carrying out the emergency drill (“*My Time, Our Place*” 5.1 and 5.2)

### **PROCEDURE**

- A risk assessment will be conducted by Educators and Management annually to review and refine emergency procedures
- Emergency evacuation procedures and floor plan will be clearly displayed in a prominent position near the main entrance and exit of each room used by the service.
- All Educators, including relief staff, will be informed of the procedure and their specific duties identified in their orientation to the centre. Educators will make arrangements as to duties undertaken in the absence of other staff.
- Children and Educators will practice the emergency procedure at least twice a term, in all types of care, before school, after school and at the beginning of vacation care.
- All emergency drills will be recorded with date, time and length of time it took to leave building. Additional comments on recommendations for improvements can also be included in the record.
- Drills will be conducted more regularly when there are new children.
- Parents will be informed of the procedure and assembly points in the parent handbook.
- No child or Educator is to go to their bags to collect personal items during an emergency evacuation. This would lead to confusion and delays.
- The centre will maintain a fire blanket and [smoke detectors](#) and have them checked regularly as per the manufacturers instructions.
- Fire extinguishers will be installed and maintained in accordance with Australian Standard 2444. Educators will be instructed in their operation.
- Educators will only attempt to extinguish fires if the fire is small, there is no threat to their personal safety and they feel confident to operate the extinguisher and all the children have been evacuated from the room.
- Educators should be aware of bush fire danger and if relevant have appropriate training on the necessary procedures. ***SERVICES IN BUSH FIRE PRONE AREAS MUST HAVE A PLAN.***
- The Local Fire Authority should be contacted for advice and training on fire safety and this plan included in your procedures.

#### **Example Plan - The evacuation plan will include:**

- Routes of leaving the building suitable for all ages and abilities. These should be clearly mapped out.
- Plan of where the fire extinguishers are located displayed in a public place.
- A safe assembly point away from access of emergency services.

- An alternative assembly area in case the first one becomes unsafe.
- List of items to be collected and by whom.
- List of current emergency numbers.
- Staff duties in the emergency.

#### **Educators will be nominated to:**

- Make the announcement to evacuate, identifying where and how.
- Collect children's attendance records and parents' contact numbers.
- 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 all buildings in use and playground is empty and that all doors and windows are closed as far as possible, to reduce the spread of a fire.
- Check the bathrooms
- Supervise the children at the assembly area, and take a roll call of children. Educators should be aware of any visitors.

When the emergency service arrives the Coordinator will inform the officer in charge of the nature and location of the emergency and if there is anyone missing.

No one should re-enter the building until the officer in charge has said it is safe to do so.

#### **HARASSMENT AND THREATS OF VIOLENCE**

If a person/s known or unknown to the service harasses or makes threats to children or Educators at the centre, or on an excursion, Educators 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 and signal a 'Lockdown'
- If the Coordinator is unable to make the call another staff member should be directed to do so. Educators should liaise with team members in advance to determine a code phrase that will alert another team member to a threat situation arising and prompt them to contact police.
- Where possible Educators must endeavour to calmly move the children away from the person and this may be achieved quickly with the use of another code phrase that will encourage word of mouth transmission between children to move quickly from the area to another safer environment without causing them alarm (as an example, the reminder to a child that ice cream is being served today at xxx location for all children).
- No Educator should attempt to physically remove the unwelcome person, but try to remain calm and keep the person calm as far as possible and wait for the police.
- Educators should be aware of any unfamiliar person on the premises and find out what they want as quickly as possible and try to contain them outside the centre.

#### **Lockdown Procedure (not a drill):**

- 1 long siren (lasting approximately 5 seconds)
- Designated educator to call Police on 000
- Educators are to guide all children in their play area to the designated indoor space
- Management will delegate educators to inspect the bathrooms
- Children will be told to sit/lie as best they can and to remain as quiet as possible
- The doors will be locked and windows covered



- At earliest convenience, the educator will conduct a head count for that particular session, children and educators
- Children and educators will remain in designated indoor space until Police arrive and assess the situation.

**Fire Drill Procedure (not a drill):**

- 3 short sirens
- Designated educator to call Fire Department on 000
- Educators are to guide all children in their play area to designated outdoor evacuation area that is safe for congregating
- Management will delegate educators to inspect the bathrooms
- Children will be told to sit in the designated outdoor space and remain as quiet as possible
- At earliest convenience, the educator will conduct a head count for that session, children and educators
- Educators will guide children to designated space outside of the school and away from fire.

**CONSIDERATIONS**

<b>Education and Care Services National Regulations</b>	<b>National Quality Standard</b>	<b>Other Service policies/documentation</b>	<b>Other</b>
97	2.2, 2.2.2	Delivery and Collection of Children Absent and Missing children	

**ENDORSEMENT BY THE SERVICE:**

**Date for Review:** \_\_\_\_\_ **January 2025**

**Date Reviewed:** \_\_\_\_ **January 2024** \_\_\_\_\_

# Illness and Infectious Diseases

## **POLICY STATEMENT**

Asquith Community After School Care Centre will aim to provide a safe and hygienic environment that will promote the health and wellbeing of our children (*"MyTime, Our Place"* Outcome 3). We will take all reasonable steps to prevent the spread of infectious diseases through the implementation of procedures that are consistent with guidelines of State Health Authorities. All children and adults in the service will be considered as infectious and these procedures must be consistently applied across the centre.

Children with infectious diseases will be excluded from the service for the period recommended by the Department of Health.

Where there is an outbreak of an infectious disease each enrolled child's parent/emergency contact will be notified within 24 hours under ordinary circumstances. The service will take care when issuing the notification to ensure it is not done in a manner that is prejudicial or names any particular child (*"My Time, Our Place"* Outcome 1).

Parents /guardians are advised upon enrolment and in regular reminders not to bring sick children to the service and to arrange prompt collection of children who are unwell. The care needs of a sick child cannot be met without dramatically reducing the general level of supervision of the other children, or risking other children's health.

Where a child takes ill at the service all care and consideration will be given to comfort the child and minimise the risk of cross infection until the child is collected by the parent/emergency contact.

## **PROCEDURE:**

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 from NSW Dept of Health website ([https://www.health.nsw.gov.au/Infectious/factsheets/Factsheets/infectious\\_childhood.PDF](https://www.health.nsw.gov.au/Infectious/factsheets/Factsheets/infectious_childhood.PDF)) will be kept attached to the illness and infectious disease policy for reference by staff, management and made available to parents on request.

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.
- Needs constant one to one care.
- Symptoms of an infectious disease.
- 

If a child is unwell at home parents are not permitted to bring the child to the centre. Children who appear unwell when being signed in by their parent/ guardian will not be permitted to be left at the service.

If a child becomes ill or develops symptoms at the centre the parents will be contacted to take the child home. Where the parents are not available emergency contacts will be called to ensure the child is removed from the service promptly.

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

During a fever, natural 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 will be taken to the doctor or an ambulance called.

If a staff member becomes ill or develops symptoms at the centre they can return home if able or organise for someone to take them home.

The Coordinator will organise a suitable staff replacement as soon as possible.

### Infection Control procedures

- 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. The staff person in charge of the first aid kit will ensure that a mask is always available.
- 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 any 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 according to current infection control guidelines.

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

Under the Federal Disability Act and the Equal Opportunity Act, no discrimination will take place based on a child's/parent's/Educators 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 an educator the right to equal opportunity of employment. The service has no obligation to advise other families attending the service of a child's or educators HIV status.

A child with AIDS shall be treated as any other child, as HIV is not transmitted through casual contact. The child shall have the same level of physical contact with Educators as other children in the centre.

Where Educators are informed of a child, parent or another educator 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.

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

Proper safe and hygienic practices will be followed at all times and implementation of procedures to prevent cross infection as identified in this policy (*See also, Hygiene policy for details.*) will be implemented.

Educators and parents will be encouraged to participate in AIDS and Hepatitis education.

### Management of Infectious Disease Outbreak

- Children and staff will be excluded from the service if they are ill with any contagious illness. This includes diarrhoea and conjunctivitis.
- In the event of an outbreak of vaccine-preventable disease at the service or school attended by children at service, parents of 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 during an outbreak of a vaccine-preventable disease, unless other arrangements discussed and agreed to by the management committee, have been made.
- The period of exclusion will be based on the recommendations outlined by the Department of Health. The recommendation will be available at the service for viewing.
- The Service Coordinator will at all times follow the recommendations as outlined in the Health Department document.
- The decision to exclude or re-admit a child or staff member will be the responsibility of the Coordinator based on the child's symptoms, medical opinion and Department of Health guidelines for children who have an infectious disease or who have been exposed to an infectious disease.
- The Coordinator or staff members have the right to refuse access if concerned about the child's health.
- Children and Staff with diarrhoea will be excluded for 24 hours after the symptoms have disappeared or after a normal stool.
- A doctor's clearance certificate will be required for all infectious diseases such as measles, mumps diphtheria, hepatitis A, polio, tuberculosis, typhoid and paratyphoid before returning to the service.
- Parents will be informed about the occurrence of an infectious disease in the service ensuring that the individual rights of staff or children are not infringed upon.
- All Educators will ensure proper hygiene practices are carried out as outlined in the ***Hygiene policy***.
- All Educators will be advised upon appointment to the position to maintain their immunity to common childhood diseases, tetanus and Hepatitis B through immunisation with their local health professional
- All immunisations are to be updated and reviewed yearly upon enrolment by the centre's First Aid Officer.
- Pandemic Outbreak
- In the rare occurrence of a pandemic outbreak, the centre will take precautions to prioritise the safety of all stakeholders. This includes the following implementations:
  - Encouraging children to participate in outdoor play and limit the number of children in any given indoor space.
  - All resources are to be cleaned and sanitised after every session to ensure the risk of spreading any contamination.

- The educators are to be wearing gloves and using tongs whilst serving afternoon tea.
- Mandatory time slots during each session will be allocated to washing hands.
- If a child who attends the service has been diagnosed with the pandemic disease, the centre is to commit to the following actions
  1. The centre is to notify the Public Health Unit and the Regulatory Authority (ECEC).
  2. The centre is to follow procedures and guidance from NSW Health and/or the ECEC, including the possibility of self-isolation for the recommended period of time.

These policies remain in place until the World Health Organization declares the pandemic to be over, or the centre had conducted risk assessments.

## CONSIDERATIONS.

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
85, 86, 87, 88	2.2, 2.1.4	Hygiene policy	Disability Discrimination Act 1975 NSW Anti-discrimination Act 1977 Work Health and Safety Act 2011 Staying Healthy in Child Care ( 5 <sup>th</sup> Edition)

## ENDORSEMENT BY THE SERVICE:

Date for Review: January 2025

Date Reviewed: January 2024

# Child Protection

## Policy Statement

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

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

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

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

## PROCEDURES:

### Mandatory Reporting

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

Section 23 (1):

- a) The child's or young person's basic physical or psychological needs are not being met or are at risk of not being met,
- b) The parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive necessary medical care,

(b1) In the case of a child or young person who is required to attend school in accordance with the *Education Act 1990*—the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive an education in accordance with that Act,

- c) The child or young person has been, or is at risk of being, physically or sexually abused or ill-treated,
- d) The child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm,
- e) A parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm,

- f) The child was the subject of a pre-natal report under section 25 and the birth mother of the child did not engage successfully with support services to eliminate, or minimise to the lowest level reasonably practical, the risk factors that gave rise to the report

(2): Any such circumstances may relate to a single act or omission or to a series of acts or omissions.

- Staff will undergo training in relation to child protection and reporting as part of the training budget.
- Any staff member that forms a belief based on reasonable grounds that a child is at risk of harm should ensure they record the details of the report in a clear objective format.
- Reports should be treated with strict confidentiality in adherence to the service's Confidentiality Policy and Procedures.
- Any staff who forms a belief based on reasonable grounds that a child is at risk of harm should discuss their concerns with their coordinator/ authorised supervisor, as he or she may have information the staff member is not aware of. The coordinator will then assist staff in running the online Mandatory Reporters Guidelines tool (see point below for more information) to determine whether the report meets the threshold for **significant** risk of harm.
- If directed by MRG to report to Community services, staff should report their concerns to the Child Protection Helpline:
  - Mandatory Reporters phone 13 36 27
  - Non-Mandatory reporters phone 132 111
- When reporting to the Helpline it is important to have as much information as possible available to give to the Helpline. This might include child's information, family information, reporter details and outcomes of the MRG.
- If Coordinator/ authorised supervisor has been advised to but has not reported to Community Services you are legally responsible to do so.
- Once a report is made to the CS Helpline no further report needs to be made unless new information comes to hand.

### **Mandatory Reporting Guidance tool**

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

For assistance with referral information.

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

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

### **Information exchange**

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

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

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

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

### **Recruitment of staff**

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

### **For further information**

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



## CONSIDERATIONS.

Education and Care Services National Regulations	National Quality Standard	Other Service policies and documentation	Other
84,	2.2, 2.2.3		NSW Children and Young Person's (Care and Protection) Act 1998 Commission for Children and Young People Act 1998 Child Protection (Prohibited Employment) Act 1998 Ombudsman Act 1974 (with relevant Child Protection Amendments) NSW Department of Community Services Mandatory Reporting Guidelines NSW Child Protection Interagency Guidelines (2006) Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13 Keep Them Safe – Information session/ overview participants manual 2009/ 2010 OSHCQA Quality Area 7

## ENDORSEMENT BY THE SERVICE:

<b>Date for Review:</b> _____ <u>January 2025</u> _____
<b>Date Reviewed:</b> _____ <u>January 2024</u> _____

## Child Management.

### **POLICY STATEMENT.**

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.

### PROCEDURE

- 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, and cleanliness.
- Children and parents will have the opportunity to be involved in developing rules and our centre's Code of Behaviour.
- 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.
- 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.

Children will be encouraged to seek support when necessary.

### **CHILD MANAGEMENT**

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 examples 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's 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 reward 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

### **CONSISTANT 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.

**ENDORSEMENT BY THE SERVICE:**

**Date for Review:** \_\_\_\_\_ **January 2025** \_\_\_\_\_

**Date Reviewed:** \_\_\_\_\_ **January 2024** \_\_\_\_\_

# INTERACTIONS WITH CHILDREN

## **POLICY STATEMENT:**

Asquith After school care 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 others expectations leading to a deeper understanding of each other and the negotiation of clear boundaries regarding safety, respect for others and procedures for creating a caring environment.

## **PROCEDURES:**

### **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 emotions
- Ensure children understand what is being communicated to them during interactions and allow them time to question or respond.
- Speak to children at their level and use voice intonations, facial expressions and body language to assist in conveying messages.
- Engage in one on one conversations with all children and develop an understanding of their likes, dislikes and interests.
- Collaborate with children regarding the daily routines and practices within the service including programming of experiences in order to meet their individual needs, interests and abilities.
- Organise environments and spaces that promote small and large group interactions and meaningful play and leisure.
- Collaborate with children to develop a set of rules or boundaries to guide their behaviour in the service and discuss clear expectations and consequences of inappropriate behaviours.
- Keep rules simple and only have a small number of concise rules that children understand, focusing on appreciating and caring for each other and the environment. All staff, families and children will be made aware of the rules and the expected consequences. The rules will be clearly displayed.
- Ensure that all educators enforce the rules and consequences consistently at all times. Consequences will be relevant to the situation and never demeaning.
- Follow up all issues that arise by discussing the situation with the child and strategising for better solutions in future issues.

- Collaborate with family members and schools regarding appropriate behaviour management practices to ensure there is a consistent approach.
- Access professional development and resources related to positive behaviour management and include this in professional development planning.
- Act as a positive role model for appropriate and expected behaviours in the service being mindful of respectful language and tone.
- Encourage and reward acceptable behaviour by giving praise and positive feedback to children as often as possible.
- Focus on the behaviours being displayed and not the child displaying them.
- Assist children in developing self-discipline skills and regulating their own behaviours by using simple conflict resolution skills, building self-reliance and self-esteem, and role modelling
- Provide children with opportunities to interact and develop respectful and positive relationships with each other, educators and visitors to the service.
- Ensure that appropriate physical contact is maintained in regards to comforting children, application of first aid, safety provisions such as holding hands and maintaining respectful bodily space.
- Identify when interactions with a child are not appropriate and refer to the services 'Providing a Child Safe Environment' policy to address these concerns.
- Maintain defined boundaries regarding 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.

### CONSIDERATIONS:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
r73, r74, r76, r155, r156, r168.	Quality Area’s 1, 5 and 6.	Parent Handbook Staff Handbook Programing and evaluation records Grievance policy Child Safe Environments	My Time, Our Place Outcomes 1, 2, 3, 4 & 5.

### ENDORSEMENT BY THE SERVICE:

<p><b>Date for Review:</b> _____ <u>January 2025</u> _____</p> <p><b>Date Reviewed:</b> _____ <u>January 2024</u> _____</p>
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## Asthma and Anaphylaxis

### **POLICY STATEMENT:**

Asquith Community After School Care Centre aim to ensure that all asthmatic and anaphylactic children have access to appropriate treatment and medication at all times.

### **PROCEDURE:**

#### **Approved Provider/Nominated Supervisor will:**

- Identify children with asthma and anaphylaxis during the enrolment process.
- Provide families with a copy of the Asthma and Anaphylaxis policy upon enrolment.
- Provide staff with a copy of the Asthma and Anaphylaxis policy.
- Provide opportunity/encouragement for staff to attend regular asthma and anaphylaxis training.
- Provide an Action Plan to all families of children with asthma and anaphylaxis on enrolment.
- Ensure all Educators/Staff are informed of the children with asthma and anaphylaxis in their care.
- Ensure that an asthma first aid poster and anaphylaxis first aid poster are displayed in each room and key locations.
- Encourage open communication between families & Educators/Staff.
- Identify and where practicable, minimise asthma and anaphylaxis triggers.
- **First-Aid Officer will revise all Action Plans annually.**

#### **Educators/Staff will:**

- Ensure that they maintain current asthma and anaphylaxis First Aid Training (or are working towards this).
- Ensure that they are aware of children in their care with asthma and anaphylaxis
- In consultation with the family, optimise the health and safety of each child through supervised management of the child's asthma and/or anaphylaxis.
- Ensure to only administer prescribed medication.
- No medication prescribed for anyone other than a particular child will be given and all medication must be clearly marked with the child's name.
- Ensure that all regular prescribed asthma and anaphylaxis medication is administered in accordance with the information on the Child's Asthma Record / Anaphylaxis Record.
- Medication is to be administered and is to be recorded accurately by the parent/guardian, in relation to time and dosage, and will be signed by an Educator/Staff member on its administration.
- Promptly communicate, to management and families, if they are concerned about a child's asthma or anaphylaxis limiting his/her ability to participate fully in all activities.
- Provides families with details of the Asthma Foundation and ASCIA for Anaphylaxis.

[www.asthmafoundation.org.au](http://www.asthmafoundation.org.au)

<https://www.allergy.org.au/hp/anaphylaxis>

**1800 645 130**

#### **Families will:**

- Inform Educators/Staff, either upon enrolment or on initial diagnosis, that their child has a history of asthma and/or anaphylaxis.



- Provide all relevant information regarding the child’s asthma and/or anaphylaxis via the Record/Action Plan as provided by the child’s doctor.
- Notify the Educators/Staff, in writing, of any changes to the Record/Action Plan during the year.
- Ensure that their child has adequate supply of appropriate medication (reliever, spacer device, EpiPen and antihistamines) clearly labelled with the child’s name including expiry dates.
- Communicate all relevant information and concerns to Educators/Staff as the need arises.
- Parent/Guardian must give written authority for medication to be dispensed by filling in a Medication Form. If the Medication Form is not filled in, except in the case of an emergency, medication will not be administered on that day.
- Do not leave medications in your child’s bag. Give it directly to an Educator/Staff member.

**In the event of a child having an Asthma Attack / Anaphylactic Reaction whilst at the Service:**

1. The child will be comforted, reassured and placed in a quiet area under the direct supervision of a suitably experienced member of staff with First Aid and Asthma Training.
2. Asthma medication will be administered as outlined in the child’s Asthma Record Form/Action Plan.
3. Anaphylaxis medication will be administered as outlined in the child’s Anaphylaxis Record Form/Action Plan
4. The Parent/Guardian will be contacted by phone immediately if Educators/Staff become concerned about the child’s condition.
5. In the event of a severe attack, the Ambulance Service will be contacted immediately, and the Action First Aid Plan will be implemented until the ambulance officers arrive.

**The Approved Provider/Nominated Supervisor will ensure that this policy is maintained and implemented at all times**

**CONSIDERATIONS:**

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
90, 91, 92, 93	Quality Area 2	Parent Handbook Staff Handbook Programming and evaluation records Grievance policy Child Safe Environments	<a href="http://www.asthmafoundation.org.au">www.asthmafoundation.org.au</a>

**ENDORSEMENT BY THE SERVICE:**

**Date for Review:** January 2025

**Date Reviewed:** January 2024

# **EXCURSIONS AND TRANSPORTATION**

## **POLICY STATEMENT:**

Asquith Community After School Care Centre 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).

## **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 whilst being creative, fun and exciting.
- Suitability of the venue in regards to safety.
- Clothing and equipment required.
- Travel arrangements.
- Cost to families

## **Risk Management**

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

- The proposed route and destination for the excursion;
- Any water hazards;
- Any risks associated with water-based activities;
- The transport to and from the proposed destination for the excursion;
- The number of adults and children involved in the excursion;
- The number of children attending and how many educators or other responsible adults will be 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.

## **Policies**

ACASCC's Health and Safety policies will be taken into consideration and implemented on excursions when necessary.

## Authorisations

Families' permission must be obtained before any child is taken outside of the service and specific permission is required for swimming. By signing the excursion permission form, the family member is authorising their child to attend the activities stated.

Authorisation for excursions must include the following:

- The child's name
- The reason the child is leaving the premises
- The date of the excursion (unless a regular outing)
- A description of the proposed destination
- The method of transport
- The proposed activities to be undertaken by the children
- The period of time the child will be away
- The anticipated number of children attending
- The anticipated ratio
- The anticipated number of staff members and any other adults attending
- That a risk assessment has been prepared

Excursions to locations visited on a regular basis such as local parks may be undertaken without prior notice if families of children in the group have given excursion permission. If an excursion is a regular outing, the authorisation is required to be obtained once in a 12-month period.

## 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 + educators will wear orange vests on excursions that clearly state 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 roadside 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.
- Prior to departure, all children will be assigned to an educator and a group. Each educator will be given a list of children in their group as well as all medical information and medication.

## 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 missing 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 the Supervisor will call the Police and the parents.
- Educators will follow police procedures.

Prior to participating in excursion activities, a meeting point will be decided by the coordinator or the responsible person on duty and discussed with educators and children. This will be used in the case of an emergency.

### 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

### Water Safety

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 activities safely. Risk assessments will be carried out for programmed water-based activities.

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.

### 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.

### CONSIDERATIONS:

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

### ENDORSEMENT BY THE SERVICE:

Date for Review: January 2025

Date Reviewed: January 2024

# Social Media

## **POLICY STATEMENT:**

Asquith Community After School Care Centre is committed to ensuring that technology is integrated into children's play, leisure experiences, projects and practices. We support the appropriate use of technologies by children and educators and recognise that the children in our care will experience and engage with many forms of electronic media both in and out of the service. Our aim is to encourage all children to use and access information and communication technologies to express ideas, access images and information, and explore diverse perspectives, engaging these tools for designing, drawing, editing, and composing (My Time, Our Place Outcome 5). We believe that any use of social media must not place at risk the safety, health or wellbeing of children, educators, families or visitors at the service (My Time, Our Place Outcome 1).

The Centre uses Storypark and Facebook to communicate with parents. The Facebook page is private and can only be accessed by members of the community who have been accepted by the Coordinator. Storypark can only be accessed by community members who have been sent an invite link from the Centre.

### **Definition**

Social Media: Interactive platforms and applications through which individuals and communities create and share user-generated content using accessible publishing technologies. Social media is distinct from industrial media, such as newspapers, television, and film.

Social Media may include (although is not limited to):

- Social networking sites (e.g. Facebook, MySpace, Instagram, LinkedIn, Bebo, Yammer)
- Video and photo sharing websites (e.g. Flickr, YouTube)
- Blogs, including corporate blogs and personal blogs
- Blogs hosted by media outlets
- Micro-blogging (e.g. Twitter)
- Wikis and online collaborations (e.g. Wikipedia)
- Forums, discussion boards and groups (e.g. Google groups, Whirlpool)
- Vod and podcasting
- Online multiplayer gaming platforms (e.g. World of War Craft, Second life)
- Instant messaging (including SMS)
- Geo-spatial tagging (Foursquare)

## **PROCEDURES**

### **Unacceptable use of social media**

Unacceptable social media behaviour refers to anything on social media that:

- Has the potential to bring the service or the school age care sector into disrepute.
- Discloses or discusses the service's confidential information.
- Could be viewed as derogatory towards, or disparaging of staff, families, management, visitors, children or support agencies.

### **Educators will:**

- Consider the content and message of movies, television programs, electronic games and other devices and discuss these with children when deciding what is acceptable for them to engage with.
- Not access a social networking site during working hours at the service via mobile phone or any other device.
- Not use a personal camera or mobile phone to take photographs or video at the service or during excursions.

- Not post information about the service, staff, management, families, visitors, or any matters relating to the service on a social networking site.
- Not post photographs or video taken at the service or on an excursion on a social networking site.
- Senior staff responsible for updating the service’s website must not post names or recognisable photographs of staff, children, visitors or family members on the website without written permission. Staff will also not post details on any social media regarding excursions or upcoming social outings in advance of the event.
- Ensure that pirated DVDs or electronic games must not be used, as this is an illegal activity.
- Ensure that only G and PG ratings are used in the service or on excursions.
- Not be responsible for children’s lost games or other equipment.

**Families and Visitors:**

- May not use a personal camera or mobile phone to take photographs at the service or during excursions unless they are only taking images of their own child.
- Must not post information about the service, staff, management, families or any matters relating to the service on a social networking site.
- Ensure that any DVDs or games brought to the service by their children are rated G or PG only.
- Must not use social media to harass or bully others.

**Children:**

- May not access a social networking site.
- May only use electronic media at the times specified by staff. DS games etc. must be G or PG rated only.
- Must leave mobile phones either in school bags or in the office at all times unless specific permission to use the mobile phone has been granted by the educators.
- Children must take responsibility for any electronic devices they bring from home.
- Must not use social media to harass or bully others.

**Compliance**

- Any breaches of this policy will result in an inquiry, which may lead to termination of employment in the case of educators or termination of child’s placement at the service in case of breaches by families or children.
- Serious breached may also result in legal action being taken by the service.

**CONSIDERATIONS:**

<b>Education and Care Services National Regulations</b>	<b>National Quality Standard</b>	<b>Other Service policies/documentation</b>	<b>Other</b>
r73	1. 1, 2.3, 4.2, 5.1, 6.2 and 7.3.	Providing a Child Safe Environment policy Staffing policy Confidentiality policy	My Time, Our Place.

**ENDORSEMENT BY THE SERVICE:**

<p><b>Date for Review:</b> _____ <b>January 2025</b> _____</p> <p><b>Date Reviewed:</b> _____ <b>January 2024</b> _____</p>
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# **CONFIDENTIALITY**

## **POLICY STATEMENT:**

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

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

## **PROCEDURES:**

### **Collection of personal information**

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

### **Retention and Storage of Records**

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

### **Disclosure of Information**

- Personal information regarding the children and their families is not to be discussed with anyone outside the service, except in circumstances outlined in Regulation 181.
- Families may seek access to the personal information collected about them and their child by contacting the Nominated Supervisor at the service. Children may also seek access to personal information about themselves.



However access may be denied where access would impact on the privacy of others; where access may result in a breach of the service's duty of care to the child; or where the child has provided information in confidence.

- Lists of children's or families names, emails and phone numbers are deemed confidential and are not for public viewing and will not be issued to any other person or organisation without written consent.
- No personal information regarding a staff member is to be given to anyone without his/her written permission.

### Personal Conversations

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

### Maintenance of Information

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

### CONSIDERATIONS:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
145 – 152, 168, 174 – 177, 183.	4.2, 5.1, 7.3	Governance and Management Policy. Enrolment Form. Parent Handbook. Staff Handbook. Personnel files.	My Time, Our Place. Network <i>OSHC Code of Conduct</i> . Network <i>Record Keeping</i> Factsheet. Work, Health and Safety Act (2011). Privacy Act (1988). Child Care Service Handbook (DEEWR). Child Care Benefit legislation.

### ENDORSEMENT BY THE SERVICE:

Date for Review: January 2025

Date Reviewed: January 2024

# INCLUSION

## POLICY STATEMENT

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

## PROCEDURES:

### Inclusive Practices

- Educators will actively seek information from children, families and the community about their cultural traditions, customs and beliefs and use this information to provide children with a variety of experiences that will enrich the environment within the service.
- Educators will work in partnership with families to provide care that meets the child's needs and is consistent with the family's culture, beliefs and child rearing practices. Specific requests will be acknowledged where practical, to demonstrate respect and ensure continuity of care of the child.
- Educators will use resources that reflect the diversity of children, families and the community and increase awareness and appreciation of Australia's Aboriginal and Torres Strait Islander and multicultural heritage.
- Educators will be sensitive and attentive to all children and respect their backgrounds, gender, unique qualities and abilities. The service will ensure that the service environment reflects the lives of the children and families using the service and the cultural diversity of the broader community, and ensure children's individual needs are accommodated at the service.
- Children with additional needs will be provided with the necessary support and resources to allow them to participate in the service where possible. The following considerations will need to be reviewed/approved
  1. Assistance of KU services
  2. Review of the routine
  3. Review of the environment

Inclusion into the services will be dependent on individual child barriers and their strategies. The service will achieve this in collaboration with the family to ensure we maintain the best possible duty of care to children, educators and families.

- Educators will treat all children equitably and encourage them to treat each other with respect and fairness.
- Educators will act as positive role models by encouraging all children to be involved in a variety of activities, regardless of gender.
- Educators will role model appropriate ways to challenge discrimination and prejudice, and actively promote <sup>U</sup><sub>SEP</sub> inclusive behaviours in children.
- Children will never be singled out, or made to feel inferior to or better than others. Educators and children will discuss incidents of bias or prejudice in children's play or relationships with each other to help children understand and find strategies to counteract these behaviours.
- The program will include experiences for the children that are not based on sex role stereotypes.
- Resource materials and equipment used in the service will, as far as possible, be non-stereotyped.
- Families will be consulted in the development of holistic programs that are responsive to children's lives, interests, learning styles, genders and reflect children's family, culture and community.

Educators will create opportunities for children to learn about, develop respect for, and celebrate the diversity that exists in the service and in the broader community by:

- ✓ Encouraging all families, children and other educators to share their experiences, skills, cultures and beliefs;
- ✓ Inviting community members to the service to share their stories, songs, experiences, skills, cultures and beliefs;
- ✓ Accessing and using a range of resources (including multi-cultural and multi-lingual resources) that reflect the diversity of children and families in the service and in the broader community.

### **Pre-enrolment consideration**

Asquith OOSH is a strong advocate for all children with additional needs and will aim to cater for the needs of the students whenever possible. The below consideration have been implemented with the help of our Inclusion Professional who we confer with when handling new enrolments. The primary consideration when assessing new enrolments is to ensure the safety and well-being of all the children at the centre. The centre relies on funding from KU to ensure the best interests of the child are upheld and to allow the children to thrive within our program.

### **When assessing enrolment of a new students the following with be considered and required:**

- We request that parents consult with the centre as soon as the child becomes enrolled at the school in the year prior to commencing care. This allows us the maximum time to assess the child's needs and to ensure we have the necessary resources and staff to cater for the needs of the child.
- Parents must inform the centre of any additional needs/medical concerns at time of enrolment, not after enrolment has concluded.
- Upon receiving this information, the centres Coordinator will reach out to the family to further discuss the needs of the child and request any supporting documents such as letters of diagnosis, action plan or any relevant reports.
- Prior to the child commencing, the KU permission form and Inclusion Development Fund Manager parent permission form will need to be completed to allow us to consult with our Inclusion Professional.
- At this stage, enrolment numbers and staffing ability will be assessed to determine if there are places available for the student. If there is not space available at the time this will be communicated to the family and the child will be placed on a waitlist. The centre will continue to monitor their capacity and inform the family if the circumstances change. The centre will actively work towards making space for the child.
- The safety and the needs of the child will be the primary concern and a Risk Assessment will be conducted to assess the level of care the child requires and to determine if the centre is able to provide such care. This Risk Minimisation Plan will be enforced once enrolment commences.
- The Risk Minimisation Plan will allow us to assess whether the centre is able to ensure centre-wide safety for the new child as well as existing children in our care based on any risks and barriers.
- If after conducting the Risk Assessment it is determined that the centre is unable to ensure the safety of all children, the centre will consider any alternative adjustments to ensure the safety of the children.
- If after conducting the Risk Assessment it is determined that the centre is unable to ensure the safety of all children and there are no appropriate adjustments to be undertaken, this will be communicated to the family and the child will be placed on a waitlist with the situation being reviewed frequently with help of our Inclusion Professional, school and committee.
- Enrolment at the centre may be subject to government funding which may take up to five weeks to arrange. The child may commence earlier than this at the discretion of the Coordinator and after discussion with the family.
- The centre will seek permission from the parent to consult with their class teacher/Support Unit to allow the centre to gain a greater understanding of the child's needs and behaviour in the school environment as well as likes, dislikes, challenges, barriers and any active strategies that are in place.
- The centre may request the child attends an Introductory day with their parents to allow the child to meet the Coordinator, Assistant Coordinator, Inclusion Support Officer and other Educators.
- The centre may request a meeting with the family, our Inclusion Professional and the school to further discuss the enrolment of the child.

- Once the child is enrolled, regular policies, in particular behaviour policies will be applied, enrolment of the child may be reconsidered if after the child attends it is determined that the centre is not fit with catering for the needs of the child.

### **Educator recruitment and professional development**

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

### **Inclusion Support Team**

- The centre will have a designated Inclusion Support Officer (ISO) who with the Coordinator, Assistant Coordinator, and any other relevant staff, will make up the Inclusion Support Team. The team will work with the school and families to ensure the children are able to be included in the program at a high standard. Upon enrolment of a new student the team will:
  - Be involved in the enrolment process to ensure the Inclusion Support Officer has a strong knowledge of the child and their needs.
  - Work closely with the child to understand their needs and to learn how to best support them.
  - The ISO will create a plan for the child upon enrolment to ensure that there is consistency for the child in the program.
  - The ISO will conduct weekly reflections about the children’s behaviour and any active strategies that are working/not working for the child. The ISO will discuss with the coordinator the progress of the children upon implementing of such strategies.
  - The ISO will work closely with all Educators to ensure that that are confident and will support them in their practices.
  - The ISO will conduct regular reviews with the families to ensure the child is happy and thriving at the service.

### **Inclusion Support Agencies**

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

### **CONSIDERATIONS:**

<b>Education and Care Services National</b>	<b>National Quality</b>	<b>Other Service policies/documentation</b>	<b>Other</b>



# Behaviour Guidance

## **POLICY STATEMENT:**

Asquith Community After School Care Centre believes that children have the right to feel physically and psychologically safe. We aim to provide an environment where all children and educators feel safe, cared for and relaxed and which encourages cooperation and positive interactions between all persons (My Time, Our Place Outcome 1).

This behaviour management policy is based on guidance, redirection and positive reinforcement. Educators will aim to guide rather than control the behaviour of the children in our care.

Basic rules will be established based on safety, respect for others, order and cleanliness and will be communicated to all families, children and educators along with consequences for inappropriate behaviour. The service recognises the importance of children's input into developing the basic rules and helping to determine appropriate consequences for inappropriate behaviour (My Time, Our Place Outcome 2). Our service promotes a positive approach to managing the behaviour of all children. Children will be encouraged to resolve problems, defeats and frustrations where appropriate. This can be achieved by exploring possible solutions, and helping children understand and deal with their emotions. This will depend on the child's age and level of development (My Time, Our Place Outcome 3).

The service will ensure no child being cared and educated for by the service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances.

The service will ensure that every reasonable precaution is taken to protect children being cared for or educated by the service from harm and any hazard likely to cause injury.

## **PROCEDURES:**

### **Guidelines**

- Educators will ensure that expectations relating to children's behaviour are clear and consequences for inappropriate behaviour are consistently applied.
- Educator's will <sup>[1]</sup><sub>SEP</sub>act as a positive role model for acceptable behaviour and <sup>[1]</sup><sub>SEP</sub>encourage and reward acceptable behaviour.
- Educators will have access to training and support in positive approaches to behaviour management. This will be made available as part of the training budget.
- Whilst at the service, we expect that the children will comply with the following basic rules:
  - ✓ Respect each other
  - ✓ Respect other people's property and that of the service
  - ✓ Share with other children and be inclusive<sup>[1]</sup><sub>SEP</sub>
  - ✓ Accept and respect individual needs and differences
  - ✓ Clean up after activities
  - ✓ Be polite to educators and to each other
  - ✓ Follow the instructions from educators
  - ✓ Play only in the allocated areas and as directed by educators and not enter areas that educators have designated as "out of bounds"
  - ✓ Remain in the supervised area of the program until the authorised person collecting them has signed them out
  - ✓ Not participate in physical fighting (play or real), for example, spitting, throwing toys, stones or dangerous objects.
  - ✓ Not bully or engage in any form of aggressive behaviour
  - ✓ Use appropriate language at all times.

## Guiding Children's Behaviour:

Steps that educators take towards establishing good behaviour management include:

- ✓ Establishing positive relationships, which are the foundation for building children's self-respect, self-worth and feelings of security
- ✓ Observing children to identify triggers for challenging behaviours. Paying attention to the child's developmental level and any program issues that may be impacting on the behaviour
- ✓ Using positive approaches to behaviour guidance. Some of these include positive acknowledgement, redirection, giving explanations, encouragement, giving help, collaborating to solve problems and helping children to understand the consequences and impact of their behaviour
- ✓ Supporting children by providing acceptable alternative behaviours when challenging behaviour occurs
- ✓ Ensuring limits are consistent, carried out in a calm, firm manner, followed through and that children are helped to behave within the limits
- ✓ Involving the family and the child in appropriate ways in addressing challenging behaviour
- ✓ Using other professionals when necessary to help with behaviour guidance, for example, the att Facilitator (ISF)
- ✓ Identifying children's strengths and building on them
- ✓ Seeking support from other educators and management.

## Correction Steps:

- When a child's behaviour is deemed inappropriate to either him/herself or others, or if a child's behaviour is intrusive to another person's enjoyment, then educators will actively intervene and take steps to attempt to resolve the situation.
- Inappropriate behaviour can include bullying, being uncooperative, not listening to reasonable requests from educators, or consistently disregarding the basic rules. In these instances, the following steps will be taken:
  - ✓ The educator will explain to the child that this type of behaviour is inappropriate.
  - ✓ The educator will re-direct the child to a different activity within the room (or outdoors).
  - ✓ If aggressive or inappropriate behaviour continues, the child will sit away from the group to calm down and think about their actions. After a short period of time, the educator will have a discussion with the child with respect to their actions, and then the child will return to play.
  - ✓ A discussion will be held with the child's family when the child is collected.

## Persistent inappropriate behaviour:

- If inappropriate behaviour continues over a period of time, a meeting between educators, nominated supervisor, child and family will be arranged. The meeting agenda will cover:
  - ✓ Alternative approaches to behaviour guidance<sup>[SEP]</sup>
  - ✓ The child's life outside the service<sup>[SEP]</sup>
  - ✓ Any problems that may be causing the behaviour
- A mutual strategy for improving behaviour will be discussed and closely monitored by educators, the nominated supervisor and the child's family. Should it be necessary, and with the consent of the family, advice and assistance will be sought from relevant external specialists to address the matter.
- In extreme cases, to protect other children and educators, the service reserves the right to exclude the child from the service; this may be a temporary or permanent measure. Exclusion will only be considered after:
  - ✓ The child's family has been notified and given the opportunity to discuss their child's behaviour
  - ✓ Educators, Nominated Supervisor and Approved Provider, have given careful consideration to the problem.
  - ✓ Adequate support and counselling is sought (if necessary)
  - ✓ Clear procedures have been established for accepting the child back into the service.

**CONSIDERATIONS:**

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
r73, 74, 76, 155, 156, 157,168.	1.2, 2.3, 3.1, 3.2, 5.1, 5.2, 6.1, 6.3	Confidentiality Enrolment & Orientation Providing a Child Safe Environment Interactions with Children Management of Incident, Injury and Trauma Child Protection	Children (Education and Care Services National Law Application) Act 2010 UN Convention on the Rights of the Child My Time, Our Place.

**ENDORSEMENT BY THE SERVICE:**

<p><b>Date for Review:</b> _____ <u>January 2025</u> _____</p>
<p><b>Date Reviewed:</b> _____ <u>January 2024</u> _____</p>



# Supervision of Children

## **POLICY STATEMENT:**

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

- Complying with the Education and Care Services National Law and Regulations at all times.
- Ensuring that children are supervised at all times;
- Considering the design and arrangement of children's environments to support active supervision;
- Using supervision skills to reduce or prevent injury or incident to children and adults;
- Guiding educators to make decisions about when children's play needs to be interrupted and redirected;
- Supporting educators and their supervision strategies;
- Providing consistent supervision strategies when there are staffing changes; and
- Acknowledging and understanding when supervision is required for high-risk experiences and/or the ratio of adults to children is increased.
- (National Quality Standard 2.2, Element 2.2.1)

## **PROCEDURES:**

### **Ratios:**

- In accordance with the Education and Care Services National Law and Regulations, the service will ensure that the prescribed ratio of 1 educator for every 15 children is adhered to at all times the service is educating and caring for children.

### **Supervision Zoning:**

- Zoning areas of the service helps educators to better supervise children when they are accessing various locations such as indoor, outdoor, sporting fields, toilets etc. The service will ensure a zoned map is on display that shows educators the area they are primarily responsible for supervising. A marker within each zone on the map will demonstrate the most effective vantage point for effective supervision. This will be a location that allows for the educator to see and/or hear the children accessing that zone and acts as a guide only. Educators will move throughout the zone freely and not remain fixed unless the level of supervision required them to be.
- All educators will be involved in the preparation of the zone map and will physically walk the areas to determine where the most effective zones and vantage points are located.
- Each zone will have different duties required of the educators supervising them. The service will ensure each zone has a documented list of the expected duties required in each zone. When creating these duty lists, the Coordinator will take into account the number of children who may access that zone, the activities that will be happening, possible risk factors and hazards and visibility. For example, it would be unreasonable to expect a sole educator supervising a school oval with 15 children on it to also be responsible for children as they walk between the oval and the indoor facility unless there is a clear view of their walking path. If the path is obstructed, it may be necessary to have a staff member positioned somewhere between the two locations. This would be described in that zones duty list. A strategy for children accessing toilet facilities will be included in the services zoning plans and duty list.

### **Rosters:**

- To ensure there are a sufficient number of educators to meet ratios each time children are being educated and cared for, the service will ensure a roster is completed and made available for educators to review. When creating a roster, the Coordinator will take the number of expected children enrolled into consideration.
- As well as a shift roster, the service will also assign educators a zone in accordance with the zone map described above. Educators will rotate their assigned zones each shift so that they are familiar with the supervision

requirements in each zone and also to build relationships with all of the children as they move around the service.

### **Team Approach:**

- Each educator comes to the service with his or her own beliefs and values. With this also comes their understanding and interpretation of how and why certain things are done. It is important to ensure that the service has a team approach when it comes to the way supervision is performed and why it is so critical to their work. The service will regularly discuss supervision practices at meetings and explore each educator's definition of what supervision means to them and what that looks like in action. For all children to be safely supervised there must be an agreement on how supervision is undertaken.

### **Minimising Risk**

#### **Risk Assessments:**

- Each supervision zone of the service comes with its own unique risks and hazards. To minimise the possibility of children, educators or visitors being harmed anywhere in the service it may be necessary for certain zones to have a risk assessment completed and documented. This will assist educators in being able to focus on supervising and interacting with children rather than dealing with hazard reduction during key supervision times.
- The service will ensure that any area deemed 'high risk', based on the volume of children accessing it, the activities that happen in that zone or the number of 'near misses' that have occurred there, will have a designated risk assessment and accompanying management plan or strategy. This may be included as part of the service's daily indoor/outdoor safety check.

#### **Access:**

- Educators will ensure that children are unable to/understand not to access unsupervised areas of the service and that potentially hazardous items are kept out of areas that children have access to in accordance with service safety procedures.

### **The Principles of Active Supervision**

- Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, any equipment children are using, the weather conditions, the time of day, managing small and large groups of children, transitions and many more factors.
- It is crucial that educators are aware of the different ages, personalities, behaviours, needs, abilities and characteristics of the children in their care. How children interact, communicate and play with one another is dependent on the educators building relationships with children to learn about whom they are, how they react in certain situations and discover their interests. These are vital skills to develop as they assist educators to predict children's play patterns, which affects how educators plan and establish environments and coordinate supervision strategies to maximise children's safety and ability to play free from harm or injury.

#### **Knowledge:**

- Understanding each child's abilities and skill level by developing meaningful relationships with all children and engaging in their play.
- Using clear and simple rules and boundaries that are developed with and known to all children and consistently applied by educators and enforcing strategies for when children do have to move out of play areas such as buddy systems for toilet access etc.
- Checking the environment for hazards and risks prior to children accessing it and also during supervision and ensuring the setting up of the environment supports active supervision practices.

#### **Vigilance:**

- Educators positioning themselves in strategic positions where they can see and hear children.
- Educators scanning constantly with both sight and hearing for any hazards or issues, which may pose a risk to children's health, well-being or safety.
- Circulating the play areas where children are situated.

### **Empowerment:**

- Teach children how to appropriately and safely use equipment and access play areas and take some responsibility for their actions.
- Support children to determine safe and unsafe practices.
- Encourage children's confidence in reminding their peers about safe practices and to alert an educator if there is a problem.

### **Important:**

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

### **Supervision Outside of the Service**

Transporting children to and from the service:

- There are obvious hazards that can be identified when children are outside of the service environment. Such times may include excursions, when children are collected and dropped off at school and when moving between the service and extra curricular activities. Educators will discuss and document the potential hazards and risks associated with the transportation of children whether it is via walking, buses or other modes. A documented risk assessment will be available if the activities of children during these transitions are deemed high risk.
- Educators will ensure that children are supervised at all times whilst under the care of the service but outside of the service grounds and that any activities and play children undertake during these times is appropriate to the environment they are in and free from potential hazards where possible.
- Educators will ensure they are familiar with the procedures for locating a missing child who has not arrived at their expected collection point.
- Educators will ensure that children using public bathroom facilities will be accompanied where possible and that head counts and role calls occur regularly.

### **Partnerships with Children**

- Our service involves children in all aspects of the services daily operations including the rules and boundaries that guide their behaviour. Children are offered opportunities to develop their own rules and boundaries in partnership with educators, which then allow them to better understand the reason for limits and acknowledge the consequences when these are not adhered to.
- The age of children in our service range greatly, which reflects various levels of play behaviour. Educators will assess each play scenario in accordance with children's development and adapt supervision strategies to meet individual needs. For example, younger children may require more active supervision than older children do or if children are doing an activity that poses a greater risk, which will affect the level and type of supervision given to that area.
- Educators respect all children's rights to privacy and allow them the space to be independent but particularly children in older age groups. Educators will develop supervision strategies that monitor but also allow older

children to self-manage their play and limit setting.

- Educator’s supervision levels will add to and enrich the play of children and only disrupt activities if there is a need due to hazard and risk identification.
- Educators will engage in play with children and interact with them in accordance with our services values and beliefs whilst also supervising. This helps to build meaningful relationships and helps to minimise challenging behaviours.

**CONSIDERATIONS:**

<b>Education and Care Services National Regulations</b>	<b>National Quality Standard</b>	<b>Other Service policies/documentation</b>	<b>Other documentation/e</b>
S51, 165, 166, 167, 170, 171  R 82, 83, 99, 100, 101, 102, 115, 123, 155, 168	2.2,2.2.1	Excursion, Child Protection, Delivery and Collection of Children, Incident, Illness, Injury and Trauma, Interactions with Children, Providing a Child Safe Environment, Risk	My Time, Our Place Service Newsletter Zone maps and duty lists Attendance Records

**ENDORSEMENT BY THE SERVICE:**

<p><b>Date for Review:</b> _____ <u>January 2025</u> _____</p> <p><b>Date Reviewed:</b> _____ <u>January 2024</u> _____</p>
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# Sleep and Rest

## **POLICY STATEMENT:**

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

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

## **PROCEDURES:**

### **Safe Sleep Practices for all Children**

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

### **Rest for School Age Children**

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

- Our service will provide a range of both active and restful experiences throughout the program and support children’s preferences for participation.

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

- Refer to the service’s Incident, Illness, Injury and Trauma policy for additional information.
- Child will be encouraged to rest in a quiet, comfortable and safe place.
- Child will be encouraged to lie down & make themselves comfortable when displaying signs of being unwell.
- Children will be allowed to find their own sleeping position.
- All children will rest with their face uncovered.
- Children who are unwell (and waiting collection from a parent /guardian) will be given the highest supervision priority and monitored constantly especially if the child has a high temperature, vomited or received minor trauma to their head. For example, a child who has received a blow to the head while playing sport.
- Parents will be contacted immediately to make arrangements to collect the child as soon as possible.

### The Rest/Sleep Environment and Equipment

- Asquith Community After School Care Centre has a designated rest/sleep space available to children at all times. This area is in the main building near the bookshelf as it is close to the office and the quietest area in the centre. There are cushions and pillows available to maximise comfort.
- The area and equipment will be checked regularly as part of the services safety check and hazard identification practices.
- Hygiene standards will be maintained when children use the rest/sleep area and equipment such as regularly washing pillowcases and blankets, particularly when a child is unwell. Pillowcases will be washed monthly or when necessary.
- There may be occasions where children with additional needs will need to sleep or rest in their wheelchairs or other equipment such as a modified stroller. It is important that children are not left alone whilst sleeping in these and that the restraints are sufficiently fastened.
- The service will ensure the room temperature, airflow, noise and lighting is conducive to sleep and rest when necessary.
- Children’s clothing items should be checked prior to them sleeping to ensure it doesn’t present any hazards to them whilst asleep.

### CONSIDERATIONS:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other documentation/e
S 165, 167  R 81	2.2,2.2.1	Excursion, Child Protection, Delivery and Collection of Children, Incident, Illness, Injury and Trauma, Interactions with Children, Providing a Child Safe Environment, Risk	My Time, Our Place Service Newsletter Zone maps and duty lists Attendance Records

### ENDORSEMENT BY THE SERVICE:

<p><b>Date for Review:</b> _____ <u>January 2025</u> _____</p> <p><b>Date Reviewed:</b> _____ <u>January 2024</u> _____</p>
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# Environmental Sustainability

## **POLICY STATEMENT:**

Asquith Community After School Care Centre aims to increase the awareness of environmental responsibility for children, educators and families. We aim to make our program eco-friendly and involve all children, families and educators so that we are successful in reducing our environmental impact. Sustainability is embedded in both our philosophy and program.

## PROCEDURE:

### **Routines**

- Children, families and educators will share and engage in eco-friendly practices to encourage children and their families to develop an awareness of the need to protect the planet and its future for the generations to come.
- The service will make the following part of their daily routine:
  - Recycling
  - Water Conservation
  - Energy Conservation
  - Gardening
  - Purchasing sustainable equipment
  - Using recycled material for craft
  - Sustainability to be included in newsletters
  - Saving leftover water to place in the garden.
  - Turn off taps, light switches etc.
- Review procedures and policies regularly to ensure there is an underlying focus on sustainable practices.
- Reduce paper by considering electronic newsletters, invoices, enrolment records etc.
- Educators to role model good sustainable practices.
- Use recycled materials as containers instead of using new plastic containers
- Encourage children to recycle paper. Put a recycle container on the craft table to encourage them to use it.
- Sustainability will be embedded in the program. Discuss it with the children and the families. Ask the children and the families to come up with some ideas to improve the sustainability of the service.
- Get the children to be in charge of a Sustainability Checklist so they can be responsible for things such as recycling, gardening, water usage etc.
- Establishing and maintain a vegetable garden, worm farm and compost bin where possible or see if you can contribute to the host schools facilities. Discuss with the children how it all works and why we need to do this.
- Reduce the amount of plastic and disposable equipment at the service and aim to purchase materials made from natural fibres.
- Promote the motto “Reduce, re-use and recycle” via posters etc. and make it a natural process for all concerned.
- Email information to families about how they can help their children learn about sustainability and what they can do at home, as well as at the service.
- Set up a “Sustainability” book at the service with photos and ideas, which show your sustainability journey. Children can be responsible for updating and adding to this book.

**CONSIDERATIONS:**

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

**ENDORSEMENT BY THE SERVICE:**

<p><b>Date for Review:</b> _____ <u>January 2025</u> _____</p> <p><b>Date Reviewed:</b> _____ <u>January 2024</u> _____</p>
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# Diabetes

## **POLICY STATEMENT:**

Asquith Community After School Care Centre aim to provide safe and effective care for children diagnosed with diabetes by ensuring all staff are fully aware of the individual needs of each child. All staff will be appropriately trained in emergency first aid to ensure they are able to adequately administer medication and respond appropriately in a diabetes emergency.

## **PROCEDURE:**

### **Approved Provider/Nominated Supervisor will:**

- Identify children with Diabetes during the enrolment process.
- The Centre Coordinator will organise a meeting with the parents/guardians of the child to discuss the details of managing the child's condition during their time at the Centre.
- Provide families with a copy of the Diabetes policy upon enrolment.
- Provide staff with a copy of the Diabetes policy.
- Provide opportunity/encouragement for staff to attend regular training.
- Ensure all Educators/Staff are informed of the children with Diabetes in their care.
- Encourage open communication between families & Educators/Staff.
- Parents will be required to provide a copy of a diabetic emergency plan, as authorised by the medical practitioner. Permission will be required from parents to have the diabetic emergency plan displayed in a location visible and accessible to staff responsible for the child.
- The following will need to be obtained from the parents before the child is able to attend the service:
  - Blood Glucose Test authorisation.
  - Blood glucose testing kit, labelled clearly with the child's name.
  - Diabetic emergency plan, as authorised by medical practitioner.
- If the child requires any additional considerations with regards to toileting, mealtimes, food restrictions, physical activity etc., the parent/guardian must advise the Centre Coordinator upon enrolment, or as soon as is relevant. It is the duty of the Centre Coordinator to ensure this information is made available to the staff responsible for the child.
- Alternatives will be provided for any child diagnosed with diabetes at mealtimes, where possible and/or appropriate.
- Any medication or relevant medical equipment required must be supplied by the parents clearly marked with the child's name and any additional relevant information must be always kept with the medication.
- All medication must be stored in an area easily accessible to staff (not locked away) but inaccessible to children and away from any direct heat source.
- All blood glucose testing and emergency response regarding a diabetic child, must be managed only by the staff member on duty trained in First Aid.
- A quiet area will be provided for the child to have their Blood Glucose level tested and Insulin administered by an educator where possible.
- A staff member will monitor the child's current levels through means provided by the parents.
- All staff, including relief staff and volunteers, will be informed of the current enrolled children who have been diagnosed as diabetic upon employment.
- In the event of a diabetic emergency occurring, staff will follow the instructions on the child's diabetes emergency plan.

### Blood Glucose Levels (BGL)

- Normal BGL is between 4mmol – 8mmol.
- Monitor closely if child’s BGL goes below 5mmol.
- If the child’s blood glucose levels are 4.5mmol and going down. Do a finger prick test and give 100ml of juice. Reassess every 10-15 minutes.

### CONSIDERATIONS:

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation/ Evidence
R 90,136,145,162,168	2.2.1, 2.1.1, 2.1.2, 2.2.2, 4.2.2, 6.1.1, 7.1.2, 7.2.1	Dealing with Medical conditions, Enrolment, Staff	My Time, Our Place Parent Handbook Staff Handbook

### ENDORSEMENT BY THE SERVICE:

Date for Review: January 2025

Date Reviewed: January 2024