



Asquith OOSH

# **POLICIES AND PROCEDURES**

LAST UPDATED

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# Our Philosophy

## EMBRACING GROWTH

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From December 2022, we have introduced a new philosophy to help us grow and improve as a centre. We focus on the 'My Time, Our Place' Framework in all aspects of centre life.

At Asquith Community and After School Care Centre, we recognise and respect the Traditional Owners of the land, the Durag and GuriNgai people, and their Elders, past, present, and emerging.

We believe in building healthy relationships between children, families, and staff. We aim to make children's needs the focus of everything we do and encourage active involvement from staff and families.

**We believe that:**

- Children:
  - Have the right to feel safe, valued, and supported.
  - They should have the opportunity to engage in purposeful play.
  - Are capable and independent learners, with learning tailored to their needs.
  - Are encouraged to interact and collaborate in an inclusive space.
  - We celebrate and respect children's cultural backgrounds.
  - We follow the rights of the child as outlined by the United Nations Convention on the Rights of the Child.
- Family:
  - They are the most important influence in a child's life.
  - We encourage open and ongoing communication between families and staff.
  - We value family input and collaboration on programming and play.
  - We welcome all families and respect their values and beliefs.
- Staff:
  - The safety and wellbeing of children is our top priority.
  - Staff are trained in Child Protection regulations.
  - We encourage staff to build positive, respectful relationships with children.
  - Staff follow the 'My Time, Our Place' Framework, ensuring all activities are intentional and meaningful.
  - Staff regularly reflect on their practices to improve.
  - We value and make use of each staff member's unique skills and abilities.

**Key Considerations:**

- UN Convention on the Rights of the Child
- Education and Care Services National Law 2010
- Education and Care Services National Regulation 2011



# **I. ADMINISTRATIVE POLICIES**

# 1.1 Enrolment and Orientation

## POLICY STATEMENT:

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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 policy 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.

## DIRECTIONS:

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### Eligibility:

Eligibility for accessing the service will follow the *Priority of Access Guidelines* established by the Department of Education. These guidelines prioritise children as follows:

- **Priority 1** – children at risk of serious abuse or neglect.
- **Priority 2** – children of single parents or families where both parents meet the work, training, or study requirements outlined in Section 14 of the A New Tax System (Family Assistance) Act 1999.
- **Priority 3** – any other children.

Within these primary categories, further priority is given to:

- Children from Aboriginal and Torres Strait Islander families.
- Children from families that include a person with a disability.
- Children from low-income families.
- Children from culturally and linguistically diverse backgrounds.
- Children from socially isolated families.
- Children of single parents.

### Inclusion of children with additional needs (National Quality Standard):

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 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.

## 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.

All enrolments and records will be electronically stored.

## Child's attendance once enrolled:

- The service assumes responsibility for the child from the moment they are placed in staff care by a parent or guardian, or upon arrival from school for the afternoon session.
- If a child is going to be absent on a day they are regularly scheduled to attend, the family must promptly notify the service by email or phone and formally cancel the booking through the 'My Family Lounge' app. All absences will adhere to the rules for Allowable Absences outlined under the Child Care Subsidy Scheme (CCSS).
- If a child who is enrolled with the service but is not scheduled to attend on a particular day arrives unexpectedly, the Nominated Supervisor or an appropriate staff member must be contacted immediately to confirm whether the child has been booked in. If the child does not have a booking and the centre is already at full capacity (160 children), the child must be escorted to the Asquith Public School office.
- Children who have not been formally enrolled must never be accepted into care under any circumstances, unless there is an immediate risk of significant harm. In such cases, staff must immediately contact the school and/or the child's parents, if possible.

## 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 enrollment; 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.

## Orientation:

Families enrolling their child for the first time will receive the 'Parent Handbook' along with key family policies prior to their child's first day at the service. Parents are encouraged to:

- Thoroughly read the Parent Handbook to prepare their child for their first day.
- Complete all necessary forms and documentation in advance.

On the child's first day:

- Parents should inform staff upon arrival that it is their child's first day.
- Staff will introduce themselves and guide parents through the sign-in and sign-out process.
- Staff will confirm that all forms and authorisations are complete.
- A comprehensive tour of the centre will be provided.

The Nominated Supervisor will meet with parents to address any questions or concerns.

Staff members will:

- Introduce the child to their peers.
- Engage the child in a welcoming activity.
- Remain with the child until they are settled and comfortable in their 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:

- Pose a risk to the safety of the children and staff of the education and care service.
- Conflict with any duty of the provider, supervisor or educator under the law.
- 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 enrollment 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:

Sources	Related documents
<ul style="list-style-type: none"> <li>• Education and Care Services National Law 2010</li> <li>• Education and Care Services National Regulation 2011</li> <li>• National Quality Standard 2012: Quality Area 6 &amp; 7</li> <li>• My Time, Our Place”, Outcome 1</li> </ul>	<ul style="list-style-type: none"> <li>• Service Enrolment form</li> <li>• Family Handbook</li> <li>• Fees Policy</li> <li>• Privacy and Confidentiality Policy</li> <li>• Delivery and Collection of Children Policy</li> <li>• Acceptance &amp; Refusal of Authorisations Policy</li> <li>• Governance &amp; Management Policy</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>

## REVISIONS

Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

# 1.2 Hours of Operation

## POLICY STATEMENT:

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Asquith Community After School Care aims 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.

## DIRECTIONS:

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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.

## REVISIONS:

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Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

## 1.3 Acceptance & Refusal of Authorisation

### POLICY STATEMENT:

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Asquith Community After School Care Centre is committed to ensuring the safety, health, and wellbeing of children and staff by requesting and verifying appropriate authorisations from families when required. The Centre reserves the right to refuse authorisation unless it meets the necessary requirements. For example, if a child is to attend an extra-curricular activity requiring authorisation, but such authorisation has not been provided, the child will not be permitted to participate. Preferably, authorisation should be in written format; however, in some cases, staff discretion may be applied.

The Education and Care Services National Regulations require services to obtain authorisation from families for specific situations. These include but are not limited to:

- Administering medication to children.
- Children leaving the premises with a person who is not a parent.
- Children participating in excursions.
- Access to personal records.

Authorisation from families may also be required for:

- A child leaving the service to attend an extra-curricular activity (e.g., sporting, dance, drama activities run by an external provider).

### DIRECTIONS:

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The Nominated Supervisor or person in charge will:

- Ensure all authorisations contain:
  - The child's name.
  - Date.
  - Signature of parent/guardian or nominated person.
  - Relevant details (e.g., time of return from extra-curricular activity).
- Keep authorisation records in the child's enrolment file.
- Ensure children do not leave the service without proper authorisation.
- Refuse an authorisation if it does not meet the required standards.
- Accept verbal authorisations in emergency situations at the discretion of senior staff.
- Administer medication in cases of anaphylaxis or asthma emergencies without prior authorisation but must contact the family and emergency services immediately afterward.

### REFUSAL OF AUTHORISATIONS:

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Authorisations may be refused under the following conditions:

- The request does not comply with regulatory requirements.
- The authorisation is incomplete or incorrectly recorded.
- The request is in violation of a court order (e.g., custody disputes).

- An authorised person appears to be under the influence of drugs or alcohol.
- A person under the age of 16 attempts to collect a child.
- Medication to be administered is not in its original container or prescribed to the child.
- An excursion authorisation is provided by someone not listed as an authorised nominee.

In cases where an authorisation is refused, the service will:

- Document the details of the refusal.
- Communicate with the parent/guardian to discuss alternatives.
- Maintain a Refusal of Authorisation Record.

## AUTHORISATION REQUIREMENTS:

Certain situations require detailed written authorisations, including:

- *Administration of Medication:* Must include child's name, dosage, time/date, and signed authorisation from a parent/guardian.
- *Medical Treatment & Ambulance Transport:* Included in the enrolment form and must be updated as necessary.
- *Collection of Children:* The person collecting must be listed on the enrolment form and provide photo identification.
- *Transportation (Regular & Excursions):* Requires a signed authorisation detailing pickup location, destination, supervision, and safety measures.
- *Excursions & Regular Outings:* Requires written permission including date, transport method, risks, and emergency plans.

## CONSIDERATIONS:

Sources	Related documents
<ul style="list-style-type: none"> <li>• Education and Care Services National Law 2010</li> <li>• Education and Care Services National Regulation 2011</li> <li>• National Quality Standard 2012: Quality Area 2</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolment and Orientation Policy</li> <li>• Administration of Medication Policy</li> <li>• Providing a Child Safe Environment Policy</li> <li>• Parent Handbook</li> <li>• Staff Handbook</li> </ul>

## REVISIONS

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# 1.4 Fees

## POLICY STATEMENT:

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Asquith Community After School Care sets fees by 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.

## DIRECTIONS:

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### 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 type of enrollment.

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

- Fees are charged for each session booked for Before School Care (BSC) and After School Care (ASC).
- No fees will be charged for public holidays, 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 permitted.

#### Cancellation Policy:

- A two-week notice is required to cancel a permanent booking.
- If notice is not provided, the full fee for the two-week period will be charged.

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

- It is preferred that at least 24 hours' notice is given when canceling a casual booking.
- Cancellations can be made via email ([lee-ann@asquith-oosh.com](mailto:lee-ann@asquith-oosh.com)) or phone (9477-1998) or through the Xplor Home app.
- No fees will be charged if the cancellation is received at least 24 hours before the booked session.

### After School Care (ASC):

- The full fee is charged for any session not cancelled in advance.
- A \$30 search fee will be applied to the family's Xplor account if no communication is made regarding a child's absence.
- Parents must mark their child absent via the Xplor home app or email the Coordinator. Word of mouth is not permitted.

The full fee is charged for any session not cancelled in advance.

### Vacation Care:

- The full daily session rate is charged for any session cancelled without giving the required 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 as the centre pays upfront costs to organise Vacation Care days.
- 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.
- During a pandemic lockdown fees 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.

### 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 Xplor by email and can be paid weekly, fortnightly or monthly with direct debit.
- Fees will be direct debit fortnightly on a Friday.
- Please contact the accounting company on [Hello@balancebooksforyou.com](mailto:Hello@balancebooksforyou.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.

### 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. 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 for 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:

Sources	Related Policies
<ul style="list-style-type: none"> <li>• National Quality Standard 2012: Quality Area 7</li> <li>• Education and Care Services National Law 2010</li> <li>• Education and Care Services National Regulation 2011</li> </ul>	<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>

## REVISIONS:

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# 1.5 Delivery and Collection of Children

## POLICY STATEMENT:

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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.

## DIRECTIONS:

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### 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.
- If a child is arriving by alternate transport i.e. from another service provider, the child is to be collected off the bus by a staff member, walked into the centre and signed in by a staff member.
- 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 pickup 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 been 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 Xplor.

## 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:
  - Ask the other children of their knowledge of where the child might be.
  - Ask other educators/Nominated Supervisor and check dairy for absences.
  - Check the extra-curricular activity sheet for children.
  - 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.
  - 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.
  - If the child was present at school and the parent/guardian has 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.
  - 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.
  - Educators will search the surrounding area and ask remaining school staff for assistance.
  - 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.
  - A responsible person to call the police and explain the situation with as much detail as possible.
  - 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.
  - Continue to keep in contact with the school and parent/guardian during this time.

- Follow up on any leads regarding children going to a friend's home and check common places in the local area.
- Educators to search surrounding areas if supervision of enrolled children remains adequate.
- Educators and Nominated Supervisor will follow police procedures.
- The Coordinator will notify ACECQA within 24 hours of the 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 applies during a national or international pandemic not spread via airborne transmission.
- *Before School Care (BSC)*: Children will transition to the centre through indirect contact. Parents/guardians must call or ring the doorbell to notify educators, who will then collect children from the gate. Staff will sign children in.
- *After School Care (ASC)*: Children will be collected via indirect contact. Parents/guardians must either signal an educator on the oval or call the centre to arrange pick-up. Educators will sign children out upon collection.
- To maintain hygiene, educators will handle all sign-ins and sign-outs.
- If the person collecting a child is unfamiliar, educators will contact a senior staff member or the Coordinator to confirm identity. If still unknown, the parent/guardian will be contacted to verify the alternate pick-up.
- Weather permitting, a table with parent information and forms will be placed near the gate. Parents may only enter the school grounds to access this table.

### CONSIDERATIONS:

Sources	Related Policies
<ul style="list-style-type: none"> <li>● National Quality Standard 2012: Quality Area 2 &amp; 7:</li> <li>● Education and Care Services National Law 2010</li> <li>● Education and Care Services National Regulation 2011</li> </ul>	<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> </ul>

### REVISIONS

Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee



## 1.6 Absent and Missing Children

### POLICY STATEMENT:

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Asquith Community After School Care Centre aims to ensure the safety and welfare of the children by ensuring clear communication and cooperation between the centre, parents and the school.

### DIRECTIONS:

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#### Absent Children

Parents/guardians must 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.
- Home app.

*If a child is absent from an ASC session and educators have not been informed by 1 of 2 options as mentioned above, there will be a \$20 'Search Fee' charged.*

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

- Ask the other children of their knowledge of where the child might be.
- Ask other educators/Nominated Supervisor and check the diary for absences.
- Check extracurricular activity sheets for children.
- 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.

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

The 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:

- If the child was present at school and the parent/guardian has 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.
- 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.
- Educators will search the surrounding area and ask remaining school staff for assistance.
- 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.
- Responsible Person to call the police and explain the situation with as much detail as possible.

- 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.
- Continue to keep in contact with the school and parent/guardian during this time.
- Follow up on any leads regarding children going to a friend's home and check common places in the local area.
- Educators to search surrounding areas if supervision of enrolled children remains adequate.
- Educators and the Nominated Supervisor will follow police procedures.
- The 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.*

## CONSIDERATIONS:

Sources	Related Policies
<ul style="list-style-type: none"> <li>• National Quality Standard 2012: Quality Area 2 &amp; 7:</li> <li>• Education and Care Services National Law 2010</li> <li>• Education and Care Services National Regulation 2011</li> </ul>	<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> </ul>

## REVISIONS:

Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

# 1.7 Governance and Management

## POLICY STATEMENT:

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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 an ongoing process of review and evaluation and all relevant information will be readily available to stakeholders.

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

For the purpose of Regulations, the Management Committee is the Approved Provider. The Management Committee as the Approved Provider will ensure that all aspects of governance and management are clearly articulated and complement the service Philosophy.

The Management Committee as Approved Provider will ensure that copies of the current policies and procedures required under **Regulation 168** are available for inspection at the service at all times.

## RESPONSIBILITIES:

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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 the 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.
- 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.

## DIRECTIONS:

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### Philosophy and policies:

- The development and review of the philosophy and policies will be an ongoing process.
- The service's philosophy and purpose guide all practices and documents, aligning with the "My Time, Our Place" framework. Children, parents, and educators will collaborate in developing the philosophy, which will be included in the Quality Improvement Plan. The statement of purpose outlines how the philosophy is applied 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 a reference to this in parent and staff handbooks and general service information.

### Financial management:

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

## Facilities and environment:

- The Management Committee will ensure **regulations 103–115** relating to the physical environment required for an OSHC service are maintained at all times.
- In the event of the relocation of the site the Management Committee will ensure that the requirements of the regulations are considered if and when site re-arrangements are proposed.
- Work, Health and Safety (WHS) 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 the storage of records.
- The service must keep adequate records about staff, families, and children 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 Superannuation funds, as well as any other accounts, will be maintained and

available to all members of the Management Committee. These contacts will be reviewed annually and updated as contacts change to ensure currency in communication for effective governance.

### Work, Health and Safety:

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

### CONSIDERATIONS:

Source	Related Policies
<ul style="list-style-type: none"> <li>• Education and Care Services National Law 2010</li> <li>• Education and Care Services National Regulation 2011</li> <li>• National Quality Standards 2012: Quality Area 7</li> </ul>	<ul style="list-style-type: none"> <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> <li>• Food Safety Standards.</li> <li>• Network Record Keeping Factsheet</li> <li>• Child Care Service Handbook (DEEWR)</li> <li>• Work, Health and Safety Act (2011)</li> <li>• Child Care Benefit legislation</li> </ul>

### REVISIONS:

Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

## 1.8 Roles of Management

### POLICY STATEMENT:

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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.

### DIRECTIONS:

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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

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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

Role:	Description:
President:	<ul style="list-style-type: none"><li>• Ensure the management committee operates efficiently by setting clear agendas, convening meetings according to organisational rules, and confirming quorums.</li><li>• Chair meetings effectively, facilitating concise discussions, adhering to agendas, and promoting inclusive participation.</li><li>• Clearly articulate decisions, assign responsibilities, and ensure accurate documentation in the minutes.</li><li>• Summarise meetings to clarify outcomes and action points, close only after all business is addressed, and act as the committee spokesperson when required.</li></ul>
Secretary:	<ul style="list-style-type: none"><li>• Maintain accurate committee records, including membership details, correspondence, and meeting minutes.</li><li>• Schedule meetings in accordance with constitutional requirements, manage all relevant correspondence by presenting it at meetings and ensuring timely follow-up or forwarding to appropriate staff.</li><li>• Prepare and distribute meeting agendas, arrange meeting venues, record detailed minutes, and circulate these promptly to committee members.</li><li>• Keep an updated minute book, ensuring it is reviewed and signed by the Chair at subsequent meetings.</li></ul>
Treasurer:	<ul style="list-style-type: none"><li>• The Treasurer oversees the centre's financial management, ensuring accurate records of all financial transactions, receipts, and payments.</li></ul>

	<ul style="list-style-type: none"> <li>Responsibilities include budgeting, timely account payments, prompt banking, staff wage calculations and payments, managing income tax deductions and submissions, and allocating petty cash and equipment allowances.</li> <li>Additionally, the Treasurer provides written financial reports and statements at committee meetings, ensures compliance with annual audits, and fulfills all government and funding agreement obligations. Tasks may be delegated as appropriate.</li> </ul>
<b>Assistant Secretary:</b>	<ul style="list-style-type: none"> <li>Takes on some of the responsibility of the Secretary's role such as dealing with the correspondence. Perform the Secretary's duties in their absence.</li> </ul>
<b>Assistant Treasurer:</b>	<ul style="list-style-type: none"> <li>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</li> </ul>

## CONSIDERATIONS

Sources	Related Policies
<ul style="list-style-type: none"> <li>National Quality Framework: Quality Area 7: Governance and Leadership</li> <li>Education and Care Services National Law 2010</li> <li>Education and Care Services National Regulation 2011</li> </ul>	<ul style="list-style-type: none"> <li>Governance and Management Policy</li> </ul>

## REVISIONS:

Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

## 1.9 Development and Review

### POLICY STATEMENT:

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Asquith Community After School Care Centre aims 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.

### DIRECTIONS:

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Management will ensure the development of all policies required by the National Quality Framework (NQF), as well as any additional policies deemed necessary.

#### Criteria for Developing Policies:

- A new issue arises that is not covered by existing policies.
- Daily operations become unclear to educators, parents, or management.

All policies will align with the centre's philosophy, based on the school-age care framework My Time, Our Place.

#### Policy Access:

Policies, the centre's philosophy, endorsement dates, and review schedules will be kept in a clearly labelled folder at the Parent Sign-In Desk, accessible to anyone upon request. It will also be found on our website as a pdf.

#### Communication and Input:

- The Coordinator will ensure new management members, educators, and families are informed of relevant policies upon joining the service.
- Families, educators, and stakeholders are encouraged to suggest improvements or discuss concerns, either directly, via the Feedback Box, or through surveys.
- Parents and educators will receive information on policies during enrolment/employment and through the service information booklet.

#### Review Schedule:

- New or revised policies will be reviewed every six months, with at least 14 days' notice provided to parents before implementation.
- All other policies will be reviewed at least every 18 months, or sooner if legislative changes or best practices require updates..

#### Policy Development and Review:

Policies will be reviewed regularly, ensuring they:

- Operate effectively.
- Provide appropriate responses to individual incidents.

- Meet the needs of everyone involved at the centre.
- Align with stated aims and objectives.
- Reflect the centre’s current philosophy.
- Comply with relevant legislation, acts, and standards.

The policies will be reviewed by the designated policy team under the guidance and supervision of the Coordinator.

## Communication of Policy Changes:

- Changes will be communicated immediately via individual notes, notice boards, personal contact, or group meetings if necessary.
- The effective date of any change will be clearly stated.
- All changes will be documented in Management Committee meeting minutes, including dates of endorsement and next review.
- Recurring issues may prompt additional reminders or notifications.

A current set of policies will always be accessible to families upon request and on our website.

## Policy documentation

### Policy Sections

A policy document may include one or more of the following sections:

Section	Purpose	Owner	Changes can be suggested by	Approval
Policy Statement	To clearly and concisely explain the overall intent or objective of the policy. It outlines why the policy exists and what the centre aims to achieve through it.	AASCC Leadership Team Policy Review Team Director	AASCC Leadership Team Management Committee Policy Team	Management Committee
Procedures	To provide clear, step-by-step instructions on how the policy will be implemented in day-to-day practice.	AASCC Leadership Team Policy Review Team Director	AASCC Leadership Team Management Committee Policy Team	Director (as long as compliant with rest of policy); Management Committee will be informed
Considerations	Outlines the key influences, requirements, and frameworks that the policy is based on or must comply with.	As Per Above	As Per Above	Management Committee

Revisions	Tracks any changes or updates made to the policy over time.	Management Committee	Management Committee	Management Committee
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## POLICY REVIEWER GUIDE

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### Policy review steps

- Access the Policy document via the google doc named 'Asquith Oosh Policy Document'.
- In the top-right corner of the Google Doc, switch to "Suggesting" mode so all edits are tracked automatically. This ensures transparency and makes it easy to accept or reject changes later.
- Go to the policy you would like to review.
- Find the same policy on the childcare centre website which has drafts of up to date policies.
- Confirm that the policy:
  - Reflects current legislation, regulations, and best practice
  - Includes up-to-date references (check the "References and Considerations" section)
  - Is fit for purpose in your current service context
- If you are unsure about anything, leave a comment rather than guessing.
- The policy reviewer will:
  - Identify and suggest removal of outdated or repetitive information
  - Suggest adding content if something important is missing or unclear
  - Ensure the policy is written in plain language and is easy to follow
  - Suggest edits for better structure, flow, or understanding
  - Correct any spelling or grammatical errors
  - Check for consistency in terms, tone, and formatting
  - If you have questions or want to flag an issue for further discussion, use the "Comment" feature to tag the Policy Coordinator or relevant reviewer.
- Once your suggestions and comments are complete, add a comment at the top or notify the policy team or Coordinator.
- Once all feedback has been addressed and the policy is approved by the management committee:
  - Replace the titlepage of the policy to reflect when it was last updated (found on canva).
  - The Coordinator will make final edits
  - Export the Google Doc as a PDF
  - Upload the final version to the service's website and through a QR code for access by staff and families

## Asquith OOSH – Preferred Terms Guide

Preferred Term	Avoid Using	Notes
Authorised person	Nominated person	Use depends on legal definition/context.
Child/ren	Student/s, Kid/s	Use "child/ren" consistently across all documents.
Nominated Supervisor	Staff member, Supervisor	Use the correct title, especially in staffing or compliance documents.
Educator	Staff	Reflects the professional role of team members.
Family Information Booklet	Parent Handbook, Parent Info Leaflet	Use the full title as a proper noun.
Inclusion Support Program	Support Unit	Capitalise; use full, correct program name.
Inclusion Support Team	(none)	Use sentence case (e.g. "inclusion support team").
Management Committee (Approved Provider)	Parent Committee	Use full, proper title; avoid confusion with "The Committee."
Pick-up	Drop-off	Use "pick-up" when referring to children being collected.
Policy	(none)	Capitalise, Italicize and number when referring to a specific policy title.
Responsible Person	Daily Supervisor	Use correct terminology for compliance.

Our service / we / us	Asquith OOSH (repeatedly)	Only use "Asquith OOSH" when necessary—otherwise, "our service," "we," or "us" is preferred.
OOSH	Asquith OOSH, or naming another OOSH	Use when referring to OOSH generally—not other centres.
Vacation Care	(none)	Use as a proper noun.

## CONSIDERATIONS:

Sources	Related Policies
<ul style="list-style-type: none"> <li>• Education and Care Services National Law 2010</li> <li>• Education and Care Services National Regulation 2011 (168, 170, 171, 172)</li> <li>• My Time Our Place, Outcome 1</li> </ul>	<ul style="list-style-type: none"> <li>• Governance and Management Policy</li> </ul>

## REVISIONS

Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

# 1.10 Participation and Access

## POLICY STATEMENT

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Asquith Community After School Care Centre believes that participation by parents, guardians, and 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.

## DIRECTIONS:

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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 staff's requirement to supervise the children during the activity sessions. If parents wish to discuss or exchange detailed information about their child or the centre with the Coordinator 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.
- Informing them of our participation policy through the Policy Handbook.
- 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 responses.
- 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 Part of the enrollment 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 the custodial parent to let them know the 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. The 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 children off using a no contact system.
2. We aim to maintain connections with parents and families through our chosen media platforms, Storypark and Facebook.

## REVISIONS:

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Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

# 1.11 Dealing with Complaints

## POLICY STATEMENT:

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The Asquith Community After School Care Centre is committed to maintaining a comprehensive complaints and grievance management system to ensure that all educators, families, and community members feel confident that their concerns will be taken seriously and addressed promptly and fairly. All complaints will be thoroughly investigated and documented in a timely manner. The complaints and grievance management system will be clearly outlined and promoted in the parent handbook. We view complaints as valuable opportunities to enhance the quality of our service and continuously improve our practices. Families, children, parents, visitors, students and members of the community can lodge a grievance or complaint with management in the understanding that it will be managed conscientiously and confidentially.

## DIRECTIONS:

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The Asquith Community After School Care Centre is committed to maintaining a fair and transparent complaints and grievance management system. Complaints will be taken seriously, investigated promptly, and documented in a timely manner.

### Responsibilities:

- **Approved Provider/Nominated Supervisor:**
  - Ensure compliance with relevant laws and regulations.
  - Clearly display contact information for complaints.
  - Keep complaints confidential and handle them with fairness and natural justice.
  - Acknowledge complaints within 2 working days and discuss them within 24 hours.
  - Investigate promptly, document outcomes, and notify parties within 7 working days.
  - Notify the regulatory authority within 24 hours for serious complaints.
  - Track complaints to identify patterns and improve service quality.
- **Educators:**
  - Report complaints to supervisors promptly.
  - Listen and document concerns accurately.
  - Support children in expressing concerns and ensure they know how to seek help.
  - Maintain confidentiality and promote a child-safe environment.
- **Complainants:**
  - Address concerns directly with relevant educators or supervisors.
  - Maintain confidentiality and follow appropriate communication procedures.

### Complaints Involving Child Protection:

- Immediate reporting to the regulatory authority if a complaint involves child safety or abuse.
- Follow mandatory reporting obligations and child protection policies.
- Assess the nature and severity of the behavior using the Traffic Lights Framework (Red (severe), Orange (moderate), Green (minor)).

## Administration of Child Care Subsidy:

- Raise concerns with the nominated supervisor or relevant authorities if unresolved.

## Continuous Improvement:

- The policy will be reviewed regularly to ensure effective resolution and continuous improvement. Feedback from staff, families, and the community is encouraged.

## CONSIDERATIONS:

Sources	Related Policies
<ul style="list-style-type: none"><li>• National Quality Standards 2012:: Quality Area 6 &amp; 7:</li><li>• Education and Care Services National Law 2010</li><li>• Education and Care Services National Regulation 2011 (Regs. 12, 84, 149, 168, 170, 171, 172, 173, 176, 184)</li><li>• Child Care Subsidy Secretary's Rules 2017</li><li>• Family Law Act 1975</li><li>• A New Tax System (Family Assistance) Act 1999</li><li>• Child Care Subsidy Minister's Rules 2017</li><li>• Community Services Complaints, Appeals and Monitoring Act, 1994.</li></ul>	<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>

## REVISIONS

Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

# 1.12 Privacy and Confidentiality

## POLICY STATEMENT:

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Asquith Community and After School Care Centre is committed to protecting the privacy and confidentiality of all individuals associated with the service as outlined in the Early Childhood Code of Ethics, Education and Care Services National Regulations and the Privacy Act 1988.

All records and personal information about children, families, educators, staff, and management will be stored securely and not disclosed, except in the following situations:

- To support the education and care of the child.
- For medical treatment of the child.
- To the child's family.
- To the Regulatory Authority or an authorised officer, as required by law.
- With written consent from the individual who provided the information.

## DIRECTIONS:

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### Notifiable Data Breaches (NDB):

The Notifiable Data Breaches scheme requires Early Childhood, Family Day Care, and Out of School Hours Care Services to notify the Australian Information Commissioner and affected individuals of data breaches likely to cause serious harm. Suspected breaches must be assessed promptly. Breaching a Privacy Principle is considered an interference with privacy and may lead to penalties.

### 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.
  - 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.

## Photos and Videos

- Images and videos of children are managed with particular care. Written consent is always obtained from parents or guardians, specifying how images will be used or shared. Only service-approved devices may be used to record and store such media.
- Personal devices such as phones or smartwatches must not be used while working directly with children and are placed in a locked box on arrival.
- Families are reminded not to share any photos or videos obtained through the service—such as via the app, social media, or events—on their own devices or online platforms.
- Staff must ensure documentation and photographs remain secure, and they are not to discuss individual children with anyone outside of the family, unless required for curriculum or group management purposes and with family consent.
- Educators are trained to only share day-to-day information about children with relevant team members. All employment records are treated confidentially and accessible only to those involved in personnel decisions.

## Families

- Families are given access only to information about their own children and must respect the privacy of other families, children, and staff. If there are family court orders or parenting plans in place, these must be provided to the service to guide access and information sharing. Any concerns regarding privacy can be raised through the service's Dealing with Complaints Policy, and families also have the right to contact the Office of the Australian Information Commissioner (OAIC) if they feel the matter is not resolved.

## How we protect your personal information:

- The Service will ensure that documents set out in the Education and Care Services National Regulations are kept in a safe and secure place for the length of time outlined in Regulation 183.
- 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.

## Disclosing personal and sensitive 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 with families about their children, or other matters that may impact on the child's enrollment, 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.

### Complaints And Grievances:

- If a parent, family member, child, employee or volunteer has a complaint or concern about our
- or they believe there has been a data breach of the Australian Privacy Principles, they are requested to contact the approved provider so reasonable steps to investigate the complaint can be made and a response provided
- If there are further concerns about how the matter has been handled, please contact the Office of Australian Information Commissioner (OAIC) to lodge a complaint in writing. Lodge a privacy complaint.
- For any other general concerns, please contact the approved provider directly on: (02) 9477 1998

### Breach of Policy:

- Staff members or educators who fail to adhere to this policy may be in breach of their terms of employment, staff members who engage in unauthorised disclosure of confidential or sensitive personal information may face disciplinary action. Visitors or volunteers who fail to comply with this policy may face termination of their engagement.
- All employees who resign from their role at the service are required to acknowledge their ongoing responsibility to protect and not misuse any confidential information they had access to during their employment.

## CONSIDERATIONS

Sources	Related Policies
<ul style="list-style-type: none"> <li>• National Quality Framework: Quality Area 7: Governance and Leadership</li> <li>• Education and Care Services National Regulations (regs. 168, 170, 171, 177, 181, 183, 184)</li> <li>• Child Care Subsidy Minister's Rules 2017</li> <li>• A New Tax System (Family Assistance) Act 1999</li> </ul>	<ul style="list-style-type: none"> <li>• Governance and Management Policy.</li> </ul>

## REVISIONS:

Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

## 1.13 Removal and Assumption by Community Service

### POLICY STATEMENT:

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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.

### DIRECTIONS:

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Community Services (an agency within the NSW Department of Human Services) and NSW Police can legally remove a child or young person from their parents or usual carers if:

- There are reasonable grounds to believe the child or young person is at risk of significant harm.
- The risk is immediate, and less intrusive measures would be insufficient.

Additionally, Community Services may assume responsibility for a child who is attending a children's service if returning them to their parents or carers would not be in the child's best interests.

Under the Children and Young Persons (Care and Protection) Act 1998, the Community Service is authorised to take any necessary action to safeguard and promote the child's safety, welfare, and well-being.

When a child is removed, Community Services must keep parents or carers informed of the child's whereabouts unless disclosing this information could compromise the child's safety, welfare, well-being, or interests. In such cases, high-level identification details (e.g., carer's name and address, placement location, or contact information) must be withheld.

Under Section 234(1) of the Act, when removing a child aged 10 or older, the responsible person must clearly explain:

- Their name and authority to carry out the removal.
- The reasons for the removal.
- That they are legally authorised to remove the child.
- What is likely to occur following the removal.

This information should initially be communicated verbally, followed by a written explanation provided as soon as practicable in a way the child can understand.

The child (aged 10+) must also be informed that they have the right to contact any person and should be assisted in doing so.

Community Services is responsible for arranging placement for the child if necessary. Typically, a child will not be returned to their parents or carers until Community Services determines it is safe or unless ordered by the Children's Court.

## Plan of Action:

### Step 1: Notification by Community Services

Community Services will contact the service to:

- Obtain approval from the Coordinator/Authorised Supervisor or the most senior staff member present.
- Provide details including:
  - Reason for removal or assumption of care
  - Names of Community Services representatives
  - Estimated arrival time (Police may accompany Community Services representatives)

### Step 2: Preparation at the Centre

- Move the child to a comfortable and private area (e.g., foyer, office, or staff room) to reduce distress.
- Ensure adequate supervision of other children at the centre.

Important:

- Do not contact the child's parents about the impending removal.
- Immediately inform your supervisor or employer about the removal and approximate arrival time.

### Step 3: Upon Arrival of Community Services Representatives

If Community Services representatives arrive without prior notification or fail to provide their names:

- Confirm identification (official ID).
- Record names and contact details of Community Services representatives and any Police officers present.
- Request representatives to sign the visitor in/out book.
- If identity is in doubt:
  - Contact the relevant Community Services Centre for verification.
  - After hours, contact the Child Protection Helpline on 133 627.

### Step 4: Documentation and Notification

Community Services representatives must provide:

- A Children's Court Order or search warrant (if applicable).
- An information booklet regarding the child's removal.
- Ensure the representative signs the child out.
- Confirm that the child's parents have been officially informed.
- A Community Services official must remain onsite until parents are notified.

### Staff Safety

If a parent or carer contacts or arrives at the centre seeking information:

- Direct them to contact the Community Services Centre or the Child Protection Helpline on 132 111.
- If possible, request that a Community Services caseworker remain onsite to manage parent communication.

## Complaints

- Staff or parents may contact the Community Services Complaints Unit at 1800 000 164 regarding complaints related to the removal process.

## REVISIONS:

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Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

## 1.14 Child Protection

### POLICY STATEMENT:

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All educators, staff, visitors and volunteers are committed to identifying possible risk and significant risk of harm to children and young people at the OSHC Service. We comprehend our duty of care responsibilities to protect children from all types of abuse and adhere to our legislative obligations at all times. We aim to implement effective strategies to assist in ensuring the safety and wellbeing of all children. Our OSHC Service will act in the best interest of each child, assisting them to develop to their full potential in a secure and child safe environment. This policy applies to children, families, staff, educators, approved providers, nominated supervisor, students, volunteers and visitors of the OSHC Service.

### DIRECTIONS:

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#### Working With Children Check

In New South Wales, anyone working or volunteering with children must have a Working with Children Check (WWCC), which the Office of the Children's Guardian uses to assess if a person poses an unacceptable risk by reviewing criminal and child protection records. WWCCs last five years and include ongoing monitoring; if new information arises, the clearance can be revoked, and the person barred from working with children, with both the individual and relevant organisations notified. Our OSHC Service is committed to preventing abuse and upholding high standards to protect children.

Educators have an important role to support children and young people and to identify concerns that may jeopardise their safety, welfare, or wellbeing including:

- A duty of care to ensure that reasonable steps are taken to prevent harm to children.
- Obligations are met under child protection legislation.
- Obligations are met under work, health and safety legislation.

To ensure best practice, all educators will attend approved child protection training certified by a registered training organisation. Educators will continue to maintain current knowledge of child protection and mandatory reporter requirements by completing Child Protection Awareness Training annually.

**The Approved Provider/Management/Nominated Supervisor will ensure:**

- That obligations under the Education and Care Services National Law and National Regulations are met.
- Educators, staff, students and volunteers have knowledge of and adhere to this policy.
- Families are aware of this Child Protection Policy.
- Any responsible person in day-to-day charge of the Service has successfully completed a course in child protection approved by the regulatory authority.
- The OSHC Service registers with Office of the Children's Guardian and validates all staff, educator, volunteers and students Working with Children Checks (WWCC) in accordance with the Child Protection (Working with Children) Act 2012 BEFORE the person begins working or interacting with children.
- A record is kept and updated of the number of each WWCC number and expiry date.

**All employees, volunteers and students are:**

- Provided with a copy of the current Child Protection and Child Safe Environment Policies as part of the induction process at the Service.
- Required to participate in a comprehensive induction and orientation program, including an understanding of child protection law.
- Supported to foster a Child Safe Culture within the Service by complying with National Principles for Child Safe Organisations (Child Safe Standards.)
- Provided with support to adhere to a zero-tolerance stance against child abuse.
- Aware of their mandatory reporting obligations and responsibilities to report suspected risk or significant risk of harm to the NSW Child Protection Helpline on 132 111.
- Aware of indicators showing a child may be at risk of harm or significant risk of harm.
- Aware of mandatory reporting obligations in relation to the Reportable Conduct Scheme, including reporting to the approved provider or Office of the Children's Guardian any allegations of reportable conduct or convictions.
- Aware that neglecting to report child protection concerns may be deemed a criminal offence.
- Registration for the Service is completed for eReporting through the ChildStory Reporting Community.
- Training and development are provided for all educators, staff, and volunteers in child protection on an annual basis [best practice].
- Educators are provided with a reporting procedure and professional standards to safeguard children and protect the integrity of educators, staff and volunteers.
- Educators are provided with training and ongoing supervision to ensure they understand that child safety is everyone's responsibility, and they adhere to the Child Safe Standards.
- Access is provided to all staff regarding relevant legislations, regulations, professional standards to safeguard children and protect the integrity of educators, staff and volunteers.
- Records of abuse or suspected abuse are kept in line with our Privacy and Confidentiality Policy.
- Records relating to child sexual abuse that has or is alleged to have occurred are kept for at least 45 years (recommendation not mandatory).
- Educators, staff, volunteers and students are well informed about the different ways children may express concerns, distress and disclose harm as well as the process for responding to disclosures from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child. (ACECQA 2023).
- Ensure our complaint handling processes are child-focused providing support and guidance for children to know who to talk to if they are feeling unsafe.

#### **Educators will:**

- Contact the police on 000 if there is an immediate danger to a child and intervene if it is safe to do so.
- Participate in a comprehensive induction and orientation program that includes an understanding of child protection law and their obligations.
- Provide valid Working with Children Check (WWCC) details during their employment and engagement at the service.
- Advise the approved provider of any circumstances that may affect their WWCC or fit and proper status.

- Be able to recognise indicators of abuse to children and young people through participation in annual child protection training (best practice).
- Respect what a child discloses, taking it seriously and following up on their concerns through the appropriate channels.
- Comprehend they are mandatory reporters under the legislation and their requirement to report any situation where they believe on reasonable grounds that a child is at risk of significant harm to the Child Protection Helpline on 132 111 (available 24 hours/7 days a week).
- Have completed online training to understand the child protection reporting process and use of the Mandatory Reporter Guide (MRG) <https://reporter.childstory.nsw.gov.au/s/mrg>.
- Complete the MRG on each occasion they have concerns about a child's safety or wellbeing.
- Follow the advice provided by the MRG outcome and submit an eReport through ChildStory Reporter website if required see: Responding to incidents, disclosures and suspicions of child abuse or harm NSW.
- Refer families to appropriate agencies where concerns of harm do not meet the threshold of significant harm. These services may be located through CWU (Child Wellbeing Units) or/and FRS (Family Referral Services) at <https://www.familyconnectsupport.dcj.nsw.gov.au/> Family consent will be sought before making referrals.
- Promote the welfare, safety, and wellbeing of children at the Service, fostering a Child Safe Culture.
- Provide a child safe environment for all children.
- Allow children to be part of decision-making processes where appropriate.
- Foster a culture of openness and respect where children and young people feel safe to disclose risk of harm to children.
- Prepare accurate records recording exactly what happened, conversations that took place and what was observed to pass on to the relevant authorities to assist with any investigation.
- Understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people.
- NOT investigate suspicion of abuse or neglect but collect only enough information to substantiate concerns and pass on to the Child Protection Helpline or appropriate authority.
- Report any allegations of reportable conduct to the approved provider or Office of the Children's Guardian.
- Identify and notify any concerns around staff, educator or volunteer behaviour or conduct to management of the service.

#### Students/Volunteers/Visitors will:

- Contact the police on 000 if there is an immediate danger to a child and intervene if it is safe to do so.
- Participate in a comprehensive induction and orientation program, includes an understanding of child protection law.
- Provide valid Working with Children Check (WWCC) details during their engagement at the service.
- Advise the approved provider of any circumstances that may affect their WWCC or fit and proper status.

- Promote the welfare, safety, and wellbeing of children at the Service, fostering a child safe culture.
- Participate in child protection training as required.
- Provide a child safe environment for all children.
- Allow children to be part of decision-making processes where appropriate.
- Prepare accurate records recording exactly what happened, conversations that took place and what was observed to pass on to the relevant authorities to assist with any investigation.
- Understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people.
- NOT investigate suspicion of abuse or neglect but collect only enough information to substantiate concerns and pass on to the Child Protection Helpline or appropriate authority.
- Report any allegations of reportable conduct to the approved provider or Ombudsman.
- Identify and notify any concerns around staff, educator or volunteer behaviour or conduct to management of the OSHC Service.

## Documenting A Disclosure

A disclosure of harm occurs when someone, including a child, reveals that harm has happened or may happen; when a child discloses abuse, it provides an opportunity for an adult to offer immediate support, protect the child, and connect them with professional services to ensure safety and aid recovery. Your response is crucial in helping the child seek further help and heal from trauma.

**When receiving a disclosure of harm, the person receiving the disclosure will:**

- Give the child or young person their full attention.
- Remain calm and find a private place to talk.
- Not make promises that can't be kept. For example, never promise that you will not tell anyone else.
- Honestly tell the child or young person what you plan to do next.
- Tell the child/person they have done the right thing in revealing the information, but that you will need to inform someone who can help keep the child safe.
- Only ask enough questions to confirm the need to report the matter because probing questions could cause distress, confusion and interfere with any later enquiries.
- Let the child or young person take his or her time.
- Let the child or young person use his or her own words.
- Not attempt to conduct their own investigation or mediate an outcome between the parties involved.
- Not confront the perpetrator.
- Document as soon as possible so the details are accurately captured including:
  - Time, date and place of the disclosure.
  - 'Word for word' what happened and what was said, including anything they (the staff member/educator) said and any actions that have been taken.
  - Date of report and signature.

**The Approved Provider/Nominated Supervisor Will:**

- Notify the regulatory authority through the NQA-ITS (within 7 days) of any incident where it is reasonably believed that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the OSHC Service.
- Notify the regulatory authority through the NQA-ITS (within 7 days) of any allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by the OSHC Service.
- Notify the regulatory authority through the NQA-ITS (within 24 hours) of any complaints alleging that a serious incident has occurred or is occurring at the OSHC Service.
- Notify the regulatory authority through the NQA-ITS (within 24 hours) of a serious incident, which may include physical or sexual abuse where emergency services attended the OSHC Service.
- Comply with legislation for Reportable Conduct Scheme and ensure the Office of the Children's Guardian is notified within 7 business days of becoming aware of any allegations and/or convictions of abuse or neglect of a child made against an employee or volunteer and ensure they are investigated, and appropriate action taken.

## Confidentiality

It is important that any notification remains confidential, as it is vitally important to remember that no confirmation of any allegation can be made until the matter is investigated. The individual who makes the notification should not inform the suspected perpetrator (if known). This ensures the matter can be investigated without contamination of evidence or pre-rehearsed statements. It also minimises the risk of retaliation on the child for disclosing.

## Protection For Reporters

All reporters are protected against retribution for making or proposing to make a report under amendments to the Children and Young Persons (Care and Protection) Act 1998 effective 1 March 2020.

The identity of the reporter is protected by law from being disclosed, except in certain exceptional circumstances. Provided the report is made in good faith:

- The report will not breach standards of professional conduct.
- The report cannot lead to defamation and civil and criminal liability.
- The report is not admissible in any proceedings as evidence against the person who made the report.
- A person cannot be compelled by a court to provide the report or disclose its contents.
- The identity of the person making the report is protected.

## Sharing Of Information

Chapter 16A of the NSW Children and Young Persons (Care and Protection) Act 1998 allows prescribed bodies to share information about a child's safety, welfare, or wellbeing lawfully—either with consent (verbal or written) or under relevant legislation; consent should be sought when possible to support positive work with families, but must not be requested if it could put the child or others at risk.

Information can only be shared between prescribed bodies. Prescribed bodies or organisations include:

- NSW Police.
- Public service agencies or public authorities.
- Private and public schools, and TAFE establishments.
- Health care providers.
- OSHC providers.

- Organisations that have direct responsibility for, or direct supervision of, the provision of health care, welfare, education, children's services, residential services or law enforcement, wholly or partly to children or their parent/s.

To provide or request information it must relate to the safety, welfare or wellbeing of a particular child or class of children.

The information must be for the purposes of assisting a prescribed body to:

- Make any decision, assessment or plan or to initiate or conduct any investigation, or to provide any service, relating to the safety and welfare of the child or class of children.
- Manage any risk to the child or class of children that might arise in the prescribed body's capacity as an employer or designated agency.

## Breach Of Child Protection Policy

All educators, students, volunteers and staff working with children have a duty of care to support and protect children.

A breach of our Child Protection Policy may include if a person:

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

A breach is any action or inaction by any individual within the Service, including children and young people, that fails to comply with any part of the policy.

## Managing A Breach In Child Protection Policy

Management will investigate any breaches to this policy in a fair, unbiased and supportive manner by:

- Liaising with NSW Government Communities and Justice-Child Protection Services for appropriate processes to ensure chain of evidence is not destroyed or compromised.
- Not undertaking and investigating the allegation whilst the Child Protection Helpline or the Police are conducting an investigation.
- Removal of the educator or staff member from a role with contact with children or young people until authorities conclude their investigation.
- Discussing the breach with all people concerned and advising all parties of the process.

Management may undertake an investigation if the Child Protection Helpline or the Police are not conducting their own investigation or if their action has concluded.

Management will:

- Give the educator, staff member, student or volunteer the opportunity to provide their version of events.
- Document the details of the breach, including the versions of all parties.
- Record the outcome clearly and without bias.
- Ensure the matters in relation to the breach are kept confidential.
- Reach a decision based on discussion and consideration of all evidence.

## Outcome Of A Breach In Child Protection Policy

Staff members or educators who fail to adhere to this policy may be in breach of their terms of employment. Visitors or volunteers who fail to comply with this policy may face termination of their engagement.

Depending on the nature of the breach outcomes may include:

- Emphasising the relevant element of the child protection policy and procedure.
- Providing closer supervision.
- Further education and training.
- Providing mediation between those involved in the incident (where appropriate).
- Disciplinary procedures, including dismissal of employment, if required.
- Reviewing current policies and procedures and developing new policies and procedures if necessary.

## Reportable Conduct Scheme- Allegations Against Educators And Other Employees, Volunteers Or Students (Or Contractors)

**If you have immediate concerns for a child's safety, report to 000.**

Under the Reportable Conduct Scheme, the approved provider must:

- Notify the Office of the Children's Guardian (OCG) of any reportable allegations or convictions involving employees, volunteers, or contractors.
- Investigate the allegation with procedural fairness and report the outcome to the OCG.
- Take appropriate action to prevent future reportable conduct.

All educators and staff must report any child protection-related allegations—whether during or outside work hours—to the approved provider or OCG. A child is any person under 18 at the time of the alleged conduct.

As per the Children's Guardian Act 2019, an approved education and care service is a relevant entity. The approved provider must:

- Notify the Children's Guardian within 7 business days – [[7-day notification form](#)] or call (02) 8219 3800 (Mon–Fri).
- Submit a final report within 30 calendar days, or provide a [30-day interim report](#) on the investigation's progress.

Confidentiality must be maintained at all times in line with the Act and other legislation.

The heads of relevant entities have obligations under section 57 of the Act to disclose 'relevant information' to the following persons unless they are satisfied that the disclosure is not in the public interest:

- A child to whom the information relates.
- A parent of the child.
- If the child is in out-of-home care- an authorised carer that provides out-of-home care to the child.

The Children's Guardian will monitor the entity's response and may conduct their own investigation. The Children's Guardian Act 2019 defines reportable conduct as:

- A sexual offence has been committed against, with or in the presence of a child.
- Sexual misconduct with, towards or in the presence of a child.
- Ill-treatment of a child.
- Neglect of a child.
- An assault against a child.
- Behaviour that causes significant emotional or psychological harm to the child.

*Employees are aware of mandatory reporting procedures including notification to the Child Protection Helpline operate alongside, and does not replace, the Report Conduct Scheme.*

## Educating Children About Protective Behaviour

Our program will educate children:

- About acceptable and unacceptable behaviour, and what is appropriate and inappropriate contact at an age-appropriate level and understanding.
- About their right to feel safe at all times.
- To say 'no' to anything that makes them feel unsafe or uncomfortable.
- About how to use their own knowledge and understanding to feel safe
- To identify feelings that they do not feel safe.
- The difference between 'good' and 'bad' secrets.
- That there is no secret or story that cannot be shared with someone they trust.
- That educators are available for them if they have any concerns.
- To tell educators of any suspicious activities or people.
- To recognise and express their feelings verbally and non-verbally.
- That they can choose to change the way they are feeling.

## CONSIDERATIONS

Sources	Related Policies
<ul style="list-style-type: none"><li>• National Quality Framework: Quality Area 2</li><li>• Education and Care Services National Regulations</li></ul>	<ul style="list-style-type: none"><li>• Child Safe Environment Policy</li><li>• Dealing with Complaints Policy</li><li>• Interactions with Children, Family and Staff Policy</li><li>• Privacy and Confidentiality Policy</li><li>• Recruitment Policy</li><li>• Staffing Arrangements Policy</li><li>• Student, Volunteer and Visitors Policy</li><li>• Supervision Policy</li></ul>

## REVISIONS:

Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

# 1.15 Social Media

## POLICY STATEMENT:

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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).

Being part of our Service entails a position of trust and responsibility. We aim to ensure that our OSHC Service, children, educators and/or families are not compromised in any form on Facebook or any other social media platform and that all social media usage complies with our Service's philosophy, relevant policies, and the code of conduct.

## DIRECTIONS:

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### Service Social Media Accounts

Our OSHC Service uses Storypark and a private Facebook group to communicate with families. These platforms are administered by the Approved Provider and Nominated Supervisor. Access is restricted to currently enrolled families and staff only.

The intent for our Service Facebook page is to:

- Keep families in touch with what's happening at the OSHC Service, including upcoming and special events.
- Connect with parents and share thoughts about programs, policies, and procedures.
- Provide an avenue for feedback and research-based parenting resources.
- Provide educational information to families and employees.

The Service Facebook account must not be used for personal comments or discussions.

### Privacy

- Staff and educators must remain aware that they represent and could be identified as an employee of the Service through any online activity.
- All content related to children or families requires written permission before publishing.
- No names or identifiable photos of children, families, staff, or visitors may be posted without explicit consent.
- The Service will maintain the highest level of privacy settings and keep passwords secure.
- Personal cameras or phones must not be used to take photos or videos at the service or during excursions.

### Expectations and Restrictions

Educators and Staff Must Not:

- Access personal social media during working hours.
- Use personal devices to take photos or post content about the Service.
- Post photos or videos from the Service on personal accounts.
- Discuss or disclose confidential information online.
- Harass, vilify, or bully others on social platforms.
- Post offensive, derogatory, or reputation-damaging content.

**Senior Staff (re Facebook and Website):**

- Must not post recognisable photographs or names without written consent.
- Must log out of accounts after use and scan content for appropriateness.
- Must investigate any potential breaches as per the Dealing with Complaints Policy.

**Families and Visitors Must Not:**

- Use personal devices to take photos unless only of their child.
- Post any content about the Service, staff, or other families online.
- Send children with games or DVDs that are not G or PG rated.
- Use social media to harass or bully others.

**Children:**

- May not access social networking sites.
- May only use electronic devices at times specified by staff.
- May only bring G or PG rated games and are responsible for their devices.
- Must store mobile phones in bags or offices unless permitted.
- Must not use social media to bully or harass others.

## Use of Personal Social Media Accounts

Staff members are to use their own discretion when adding families of the Service as ‘friends’. While not prohibited, it is not recommended as staff still represent the Service. Staff must not post Service-related content, in accordance with the Privacy Act 1988 and Privacy and Personal Information Protection Act 1998.

Families are asked to respect individual staff choices in this regard.

## Compliance and Consequences

Any breaches of this policy will result in an inquiry. Consequences may include:

- Staff – disciplinary procedures, up to and including termination of employment.
- Families/Children – termination of placement at the Service.
- All – potential legal action in cases of defamation, harassment, or breach of privacy laws.

Unlawful or inappropriate conduct includes:

- Serious damage to the relationship between staff and the Service.
- Harm to the Service’s reputation or interests.
- Conduct incompatible with the employee’s duties in education and care.

## CONSIDERATIONS

Sources	Related Policies
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<ul style="list-style-type: none"> <li>• National Quality Framework: Quality Area 1. 1, 2.3, 4.2, 5.1, 6.2 and 7.3.</li> <li>• Education and Care Services National Regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Child Safe Environment Policy</li> <li>• Dealing with Complaints Policy</li> <li>• Health and Safety Policy</li> <li>• Interactions with Children, Family and Staff Policy</li> <li>• Privacy and Confidentiality Policy</li> <li>• Respect for Children Policy</li> <li>• Student, Volunteer and Visitors Policy</li> <li>• Supervision Policy</li> </ul>
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**REVISIONS:**

Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

## 1.16 Digital Technology and Online Safety

### POLICY STATEMENT:

At Asquith Community After School Care Centre, we are committed to ensuring the safety, wellbeing, and inclusion of all children, staff, families, and visitors through the implementation of the *Digital Technology and Online Safety Policy*. This policy establishes clear expectations and standards regarding the safe use of digital technology and online environments.

It ensures that Asquith Community After School Care provides a safe, supportive, and effective environment where children can interact with digital tools responsibly, while staff are equipped to guide and supervise their engagement. Digital technologies are a central part of many children's daily lives, but without clear guidance and safeguards, they can present risks to safety, wellbeing, and privacy. This policy exists to minimise those risks, uphold the highest standards of care, and build a positive digital culture that empowers children to learn and engage safely.

This policy applies to all individuals associated with our service, including children, families, educators, staff, management, approved provider, nominated supervisor, students, volunteers, contractors, and visitors. It applies at all times when digital technology is used within the service, during service hours, and in all environments connected to the service, including service-related events.

All individuals are expected to:

- Use digital technologies in ways that are safe, respectful, and age-appropriate.
- Protect the privacy and wellbeing of children, families, staff, and the service community.
- Follow the service's guidelines to ensure only approved, safe, and secure platforms or devices are used.

By following this policy, we ensure that our service maintains a culture of child safety in both physical and online environments, fostering wellbeing, responsible digital citizenship, and effective use of technology for learning, communication, and administration.

### DEFINITIONS:

Term	Definition
Artificial intelligence (AI)	An engineered system that <b>generates predictive outputs</b> such as content, forecasts, recommendations, or decisions for a given set of human defined objectives or parameters without explicit programming.
Cyberbullying	When someone uses the internet to be mean to a child or young person so they feel bad or upset
Cyber safety	Safe and responsible use of the internet and equipment/devices, including <b>mobile phones and devices</b> .
Disclosure	Process by which a child conveys or attempts to convey that they are being or have been <b>sexually abused</b> , or by which an adult conveys or attempts to convey that <b>they were sexually abused</b> as a child

Harmful content	Harmful content includes sexually explicit material; false or misleading information; violence; extremism or terrorism; hateful or offensive material.
Generative artificial intelligence (AI)	A branch of AI that develops <b>generative models</b> with the capability of learning to generate novel content such as images, text and other media with similar properties as their training data
ICT	Information and Communication Technologies
Illegal content	Images and videos of child <b>sexual abuse</b> Content that advocates <b>terrorist acts</b> Content that promotes, incites or instructs in <b>crime or violence</b> Footage of <b>real violence, cruelty and criminal activity</b>
Online hate	Any hateful posts about a person or group based on their <b>race, religion, ethnicity, sexual orientation, disability or gender</b>
Smart toys	Smart toys generally require an internet connection to operate as the computing task is on a central server
Sexting	Sending a <b>sexual message or text</b> , with or without a photo or video. It can be done using a phone service or any platform that allows people to connect via an online message or chat function
Unwanted contact	Any type of online communication that makes you feel <b>uncomfortable, unsafe or harassed</b> .

## DIRECTIONS:

### Digital Technology and Electronic Devices Used at the Service

Our Service follows the [National Model Code](#) for capturing images and videos of children and the *Education and Care Services (Supply, Authorisation and Use of Devices) Order 2025*.

The Coordinator will ensure all staff, educators, volunteers, visitors, and families understand that using personal devices to take, store or transfer images or videos of children at the OSHC Service is strictly prohibited.

This includes phones, tablets, digital cameras, smartwatches, META glasses, USB drives, SD cards, external hard drives, cloud storage, and similar technologies. These devices must not be in the possession of staff, educators, or visitors (e.g. ECIP professionals) while directly working with children, including during excursions or when children are being transported.

Staff and educators are advised that electronic devices issued by and registered with the Service must not be removed from the premises as they may contain personal details of staff or children, including photos or videos. Except where required for operational activities like excursions or transportation.

### Exemptions

The Coordinator will inform staff, educators and visitors of exemptions that may warrant a person to use or be in possession of a personal electronic device that can be used to take images or videos. Staff, educators or visitors with this exemption must not use the personal

device to take images or videos of children. Exemptions need to be provided for in writing by the Coordinator and may include:

- Emergency communication during incidents such as a lost child, injury, lockdown, or evacuation
- Personal health needs requiring device use (e.g. heart or blood sugar monitoring)
- Disability related communication needs
- Urgent family matters (e.g. critically ill or dying family member)
- Local emergency event to receive alerts (e.g. government bushfire or evacuation notifications)

#### Authorisation:

Exemptions for prescribed circumstances must be reviewed every 3 months. Written authorisations must be retained for a period of 3 years. Additional prescribed circumstances may apply if a Service-supplied or issued device stops working and another device is temporarily required. The Coordinator may revoke authorisations as required, ensuring that all revocations are properly documented on 1place. 1place prescribed circumstance authorisations must include Service details, person's details, reasons for the authorisation and duration of the authorisation.

### Electronic Devices Register

Our OSHC Service will develop and maintain a register of all electronic devices purchased for and used within the Service. Each device purchased for and used at the centre will be clearly marked with an identification code (e.g Year 1) and marked to state it is property of the Service.

This register will include details such as the identification code, device type, date of purchase, intended use, assigned user (if applicable), security settings, and any features related to connectivity, data storage, or recording capabilities, name and signature of approved provider supplying the device and a declaration that the device is configured to operate in line within this policy. If the device is no longer used within the Service, a record of revocation will be documented. Devices recorded in the register may include, but are not limited to, computers, tablets, mobile phones, cameras, audio recorders, smart toys, and any other internet-connected or data-enabled devices used within the Service. Electronic devices issued by and registered with the OSHC Service will be stored in a locked cabinet at the end of the day.

Children enrolled at our OSHC Service are not permitted to bring electronic devices to the OSHC Service, unless an exception has been discussed with the approved provider or nominated supervisor where the device may be required to support a diagnosed medical condition or disability. If a child brings an electronic device to the OSHC Service (without an exemption) it will be switched off and stored in a locked cupboard. Records relating to the supply or issue of electronic devices, including registers of use Service-supplied or issued devices are to be stored securely on google drive for a period of 3 years from the date the record was made.

### Images and Videos

The Coordinator is responsible for determining who is authorised to take, use, store and destroy images and videos of children using OSHC Service issued digital devices. Images and videos will be stored securely with password protection, with access limited to authorised personnel only. Images and videos of children must only be taken and used in accordance with OSHC Service policies, and careful consideration given to the purpose of the image or video. Educators will engage in discussions that consider the intent, appropriateness, context and consent involved in capturing and using the images and videos, ensuring the process aligns with children's learning, wellbeing and right to privacy.

Our OSHC Service will regularly review how digital data, including images and videos of children, is stored. Back-ups of all digital data, whether offline or online (such as a cloud-based service), will be performed each month. Digital data stored at the OSHC Service will be

destroyed in accordance with the *1.7 Governance and Management Policy*. The approved provider will ensure staff, educators, visitors and volunteers do not transfer images or videos from OSHC Service issued devices to personal devices, unauthorised transferring of digital data may result in disciplinary action.

## Physical Environment and Active Supervision

The approved provider, nominated supervisor, management and educators will:

- ensure children are always supervised and never left unattended whilst an electronic device is connected to the internet
- provide a child safe environment to children- reminding them if they encounter anything unexpected that makes them feel uncomfortable, scared or upset, they can seek support from staff
- reflect on our Service's physical environment, layout and design to ensure it supports child safe practices when children are engaged in using technology
  - perform regular audits to identify risks to children's safety and changes in room set-ups that can indicate areas of higher-risk and become supervision 'blind spots'
  - ensure location of digital technology/equipment allows educators to remain in line-of-sight of other staff members when working with children
  - only permit children to use devices in open areas where educators can monitor children's use
  - be aware of high-risk behaviours for children online, including uploading private information or images, engaging with inappropriate content (inadvertently or purposefully), making in-app purchases, and interacting with unsafe individuals
  - ensure all visitors and volunteers are supervised at all times
  - ensure all devices are password protected with access for staff only
- where digital devices are used during transportation and excursions, they must be used in accordance with practices outlined within this policy and associated procedure.

## Software Programs and Apps

Our OSHC Service uses secure software and apps on Service-issued devices to support programming and administration. All platforms are carefully selected, regularly updated, and password protected to ensure the privacy of children, families, and staff. Each user must have their own account and keep login details confidential.

Only authorised staff with required background checks may access programs like CCS software. Educators use secure platforms to share observations, photos, and reports with families. Other tools, such as accounting, payroll (e.g., Xero), HR, and compliance systems, support our financial, staffing, and operational needs.

## Artificial Intelligence (AI) Interactions and Guidelines

When using AI, staff must recognise its limitations, privacy risks, and potential errors. AI may assist with documentation, but educators remain responsible for accuracy and must not enter identifying details (e.g., children's names or dates of birth).

## Confidentiality and Privacy Guidelines

Our *1.12 Privacy and Confidentiality Policy* applies to all use of digital technology and online environments. All staff, educators, and visitors must ensure that any information, images, or digital content related to children, families, and the Service is collected, stored, used, and shared in accordance with privacy legislation and Service procedures, to maintain confidentiality and protect the safety and wellbeing of children. The nominated supervisor will

advise the approved provider as soon as possible regarding any potential threat to security information and access to data sensitive information. Our OSHC Service will follow practices outlined within the *Safe Use of Digital Technologies and Online Environments Procedure* to protect personal and sensitive digital data.

The approved provider will notify the Office of the Australian Information Commissioner (OAIC) in the event of a possible data breach by using the online [Notifiable Data Breach Form](#). This could include:

- a device containing personal information about children and/or families is lost or stolen (parent names and phone numbers, dates of birth, allergies, parent phone numbers)
- a data base with personal information about children and/or families is hacked
- personal information about a child is mistakenly given to the wrong person (portfolios, child developmental report)
- this applies to any possible breach within the OSHC Service or if the device is left behind whilst on an excursion
- ensure educators are aware of their mandatory reporting requirements and report any concerns related to child safety including inappropriate use of digital technology or inappropriate conduct to the approved provider or nominated supervisor.

## Identification and Reporting of Online Abuse and Safety Concerns

Our OSHC Service will implement measures to keep children safe whilst using digital technology and accessing online environments.

The approved provider, nominated supervisor and management will:

- ensure all staff, educators, students and volunteers are aware of their mandatory reporting obligations and promptly report any concerns related to child safety, including inappropriate use of digital technology, to the approved provider or nominated supervisor [See Child Protection Policy]
- support educators to:
  - encourage children to seek support if they encounter anything unexpected that makes them feel uncomfortable, scared or upset
  - listen sensitively and respond appropriately to any disclosures children may make relating to unsafe online interactions or exposure to inappropriate content, adhering to the Child Protection Policy, Behaviour Guidance: Bullying Policy and reporting procedures
  - respond to and report any breaches and incidents of inappropriate use of digital devices and online services to management
- ensure all concerns are documented and responded to promptly and appropriately, with support provided to the child and their family as required
- 
- report any suspected cases of online abuse to the relevant authorities, including the eSafety Commissioner and Police, in accordance with legal requirements and child protection procedures
- notify the regulatory authority within 24 hours, via NQAITS, if a child is involved in a serious incident, including any unsafe online interactions, exposure to inappropriate content, or suspected online abuse. ...

# Responsibilities of the Approved Provider, Nominated Supervisor & Management

## Compliance with Law and Regulations

The Approved Provider/Nominated Supervisor/Management will ensure that obligations under the *Education and Care Services National Law and National Regulations* are met at all times. They will embed the *National Principles for Child Safe Organisations* into the organisational structure and operations, and promote adherence to the Service's *2.3 Providing a Child Safe Environment*.

## Induction, Awareness and Training

All educators, staff, students, visitors and volunteers will be informed of and adhere to this policy and procedure.

- New employees, students and volunteers will be provided with a copy of the *1.16 Safe Use of Digital Technologies and Online Environments Policy and Procedure* during induction and shown how to access it.
- Staff, educators, volunteers and students will be made aware of current child protection law, the **National Principles for Child Safe Organisations**, and their duty of care to prevent harm to children.
- Professional learning will be provided to educators and staff relating to the safe use of digital technologies and online environments.

## Family Communication and Authorisation

Families will be informed of this policy and how to access it. Processes will be in place to ensure families who speak languages other than English understand the requirements, including providing authorisation for images and videos. Families will also:

- be advised of the Service's **Privacy and Confidentiality Policy**
- be informed of the Service's **Dealing with Complaints Policy**
- provide **written authorisations** for:
  - taking, using, storing and destroying digital documentation, images and videos
  - children's use of electronic devices (enrollment form)
  - sharing personal information/images online (e.g. Website, Facebook, Storypark)
  - photography by external photographers/agencies

Where families withdraw authorisation, a written request is required, and related images/videos will be deleted or destroyed.

## Supervision and Device Management

- An **Electronic Device Register** will be maintained for all devices purchased and used at the Service.
- Only devices issued and registered by the OSHC Service will be used to capture images/videos.
- **Personal electronic devices or personal storage devices** (phones, tablets, cameras, USBs, SD cards, hard drives, cloud storage, emerging tech such as smart watches or META glasses) will not be used by educators, staff, visitors or volunteers when working directly with children.
- Service devices will be securely configured, monitored and maintained to prevent unauthorised access.
- Students, volunteers and visitors will never be left alone with children.

## Use of Images and Videos

The Service will adhere to the *National Model Code and Guidelines* for capturing images and videos of children. This includes:

- obtaining written parent/guardian authorisation for any use of images/videos
- maintaining a confidential record of children not to be photographed or videoed
- ensuring children of families who decline consent are provided with other activities during external photography sessions
- ensuring **Early Childhood Inclusion Professionals (ECIP)** obtain written authorisation from both the approved provider and parents/guardians, and that no images/videos are taken on personal devices

Images/videos must never depict children in distress, in undress, or in positions that could be perceived as sexualised.

#### Data Storage and Retention

- Digital data will be stored securely offline or online using cloud-based services, with monthly archiving recommended.
- Images and videos will be deleted or destroyed according to the *1.7 Governance and Management* (minimum of three years after the child's last day of attendance).
- When consent is revoked, all related digital material will be removed from storage.
- Practices for storing and accessing data will be reviewed regularly, and new staff will be given access to relevant folders/files as appropriate.

#### Screen Time and Media Content

- Educators will follow *Australia's Physical Activity and Sedentary Behaviour Guidelines*: children 5–12 years should limit recreational screen time to no more than two hours per day.
- TV/iPad/DVD use will be minimal and only with 'G' or 'PG' (upon consent) rated, **age-appropriate content**. Programs or videos must:
  - exclude violence or inappropriate content (including graphic news)
  - contain positive messages about relationships, family and life
  - be socially and culturally appropriate

#### Risk Assessment and Review

- A **risk assessment** will be conducted on the use of digital technologies and online environments, including children's access.
- Risk assessments will be reviewed annually, or sooner if circumstances change.
- Policies and procedures will be reviewed following any identified risks or incidents involving digital technologies.
- The Service will install and maintain anti-virus software, firewalls and internet security systems to block unsuitable websites, chat rooms and newsgroups.
- A review of practices will follow any incident involving digital technologies, including identification of areas for improvement.

#### Privacy and External Guidance

- The Service will remain informed of **privacy legislation** by monitoring updates from the **Office of the Australian Information Commissioner (OAIC)** and other relevant government authorities.
- Collaboration with external professionals will occur where required to support equitable access to digital technologies.

- External agencies or specialists will be consulted if concerns are identified regarding online abuse, cyberbullying or digital safety risks.

### Commitment to Safety and Equity

The Service will ensure every child is protected from exploitation of photographic and video images. Policies and practices will uphold equity and diversity, safeguard privacy, empower children's independence, and maintain the highest standards of child safety in digital environments.

## Responsibilities of Educators

### Policy and Legal Obligations

- Educators will adhere to the *1.16 Safe Use of Digital Technologies and Online Environments Policy* and associated procedures. They must also ensure they are aware of current child protection law, the National Principles for Child Safe Organisations, and their duty of care to take all reasonable steps to prevent harm to children.

### Child Safe Environment

- Educators will actively promote and support a child safe environment. This includes adhering to the Service's *2.3 Providing a Child Safe Environment* and meeting all mandatory reporting obligations. They will contribute to a culture of child safety and wellbeing across all areas of the Service, including when digital technologies and online environments are used.

### Training and Professional Learning

- Educators will participate in practical training related to digital safety, privacy protection, and responsible use of technology. They will also understand and apply active supervision strategies whenever children are accessing online environments, ensuring safety and minimising risks.

### Responsible Use of Technology

Educators will not use, or have access to, **personal electronic devices** such as mobile phones or smart watches to take images or videos of children, access social media platforms (e.g. Facebook, Instagram), or breach the privacy of children and families while working directly with children. They will also:

- Keep passwords confidential and log out of computers or software programs after each use
- Ensure children's personal information (name, address, age, date of birth, etc.) is never shared online
- Ask children's permission before taking photos, explaining how the images will be used and where they may be published

### Use of Screen Time and Digital Content

- Screen time will not be used as the default strategy to manage challenging behaviours or as a routine reward. Where educators consider screen use appropriate, it will be applied thoughtfully, ensuring it supports children's learning, wellbeing, and safety.

### Child Participation and Voice

- Educators will consult with children about matters that impact them, including the use of digital technologies and online environments, ensuring their voices are heard and respected in a meaningful way.

### Online Safety Education

- Educators will introduce **age-appropriate concepts of online safety** to children and provide guidance, discussions, and activities to help them recognise safe and unsafe

online behaviours. This includes supporting children’s growing understanding of digital safety in ways that promote confidence, independence, and responsibility.

## Responsibilities of Families

Families will adhere to the *Safe Use of Digital Technologies and Online Environments Policy* and associated procedures at all times.

Families must not use personal electronic devices such as **mobile phones, smart watches, or META sunglasses** to take photos, record audio, or capture video of children being educated and cared for at the OSHC Service.

Families will:

- Provide **written authorisation** indicating whether the Service may take, use, store, or destroy images or videos of their child
- Provide **written notification** if they wish to withdraw this authorisation at any time
- Provide written consent when individuals (e.g. **ECIP professionals, professional photographers for marketing, school photographers**) are permitted to take photographs of their child

Families will be provided with clear information about how to make a complaint and will have access to the Service’s **complaints handling processes**.

Families are to be aware that photographs, videos, or observations of their child may sometimes include other children at the Service. In these cases, families must not duplicate, upload, or share such material on social networking sites or with anyone other than family members.

## Responsibilities of Visitors and Volunteers

- Visitors and volunteers must adhere to the *Safe Use of Digital Technologies and Online Environments Policy* and associated procedures while visiting the OSHC Service.
- Visitors and volunteers must not use personal electronic devices such as mobile phones, smart watches, or META sunglasses to take photos, record audio, or capture video of children.
- Visitors and volunteers must immediately report any concerns related to child safety, including inappropriate use of digital technology, to the Approved Provider or Nominated Supervisor.
- Visitors who are supporting children at the OSHC Service (such as NDIS-funded support professionals or Inclusion Support Professionals) must obtain written authorisation from both parents/guardians and the Approved Provider before capturing images or videos of a child. These images/videos may only be used for observation or documentation purposes. (See: ECIP Confidentiality Agreement).

## Breach of Policy

Staff members or educators who fail to adhere to this policy may be in breach of their terms of employment and may face disciplinary action which may lead to notification to the regulatory authority and child protection. Visitors or volunteers who fail to comply with this policy may face termination of their engagement. Family members who do not comply with this policy may place their child’s enrollment at risk and limit the family members’ access to the OSHC Service.

## CONSIDERATIONS

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Sources	Related Policies
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<ul style="list-style-type: none"> <li>• <i>National Quality Framework: Quality Area: 2 and 7</i></li> <li>• <i>Education and Care Services National Law 2010 Sections 62A, 165, and 167.</i></li> <li>• <i>Education and Care Services National Regulations 12, 73, 76, 84, 115, 122, 123, 149, 155, 156, 168, 168(2)(ha), 170-172, 175-176, 181, and 183-184.</i></li> <li>• <i>Child Care Subsidy Secretary's Rules 2017</i></li> <li>• <i>Family Law Act 1975</i></li> <li>• <i>A New Tax System (Family Assistance) Act 1999</i></li> <li>• <i>Privacy Act 1988</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>1.1 Enrolment and Orientation Policy</i></li> <li>• <i>1.7 Governance and Management Policy</i></li> <li>• <i>1.11 Dealing with Complaints Policy</i></li> <li>• <i>1.12 Privacy and Confidentiality Policy</i></li> <li>• <i>1.14 Child Protection Policy</i></li> <li>• <i>1.15 Social Media Policy</i></li> <li>• <i>2.1 Educational Program Policy</i></li> <li>• <i>2.3 Providing a Child Safe Environment Policy</i></li> <li>• <i>2.5 Child Behaviour Management Policy</i></li> <li>• <i>2.6 Behaviour Guidance: Bullying Policy</i></li> <li>• <i>3.1 Supervision Policy</i></li> <li>• <i>3.16 Incident, Injury, Trauma &amp; Illness Policy</i></li> <li>• <i>4.1 Staffing Arrangements and Recruitment Policy</i></li> <li>• <i>4.3 Non-Staffed Individuals Policy</i></li> <li>• <i>4.6 Interacting with Children, Families and Staff Policy</i></li> </ul>
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## REVISIONS:

Date of next review: 28/05/2026

Date	Reviewer	Approved by
23/09/2025	Policy Team	Committee
28/11/2025	Policy Team	Committee



## **2. PROGRAM, INCLUSION, AND ENVIRONMENTAL POLICIES**

## 2.1 Educational Program

### POLICY STATEMENT

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Our service is committed to delivering a high-quality educational program that fosters children's learning, wellbeing, and social development. Guided by the National Quality Framework (NQF) and My Time, Our Place: Framework for School Age Care in Australia, we provide a structured yet flexible program that balances play-based, interest-driven learning with formal education. Our approach supports each child's identity, confidence, and sense of belonging through active learning, social interactions, and meaningful leisure experiences. By creating an engaging and inclusive environment, we aim to nurture personal growth and overall wellbeing. The program supports each child and young person's continuity of learning by providing opportunities for active learning, social development and wellbeing and recreational or leisure activities. (ACECQA, 2023)

### PROCEDURE

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The educational program is developed using an approved learning framework and incorporates a continuous cycle of planning, implementation, critical reflection, and assessment. In school age education and care services, "the program has different formats depending on whether it is wrapping around the school day or vacation periods. The program is a group of experiences that underpin the achievement of the Outcomes". (MTOF, V2. p.68). The program is designed to be flexible, inclusive, and responsive to the needs of children and young people. Our program supports children's physical development through active play opportunities that are both child-initiated and educator-led. Activities promote gross and fine motor skills and encourage healthy lifestyles

**The approved provider/coordinator will ensure:**

- Compliance with the Education and Care Services National Law and Regulations.
- Educators, staff, students, volunteers, and visitors understand and follow this policy.
- The educational leader is supported in leading the development and implementation of the educational program.
- The staff record includes the name of the person designated as the educational leader the educational leader accepts the position of Educational Leader in writing.
- Educators receive guidance on best practices in planning and delivering educational experiences.
- Documentation and assessment practices align with approved learning frameworks.

**The nominated supervisor/educational leader will:**

- Implement an educational program that aligns with the My Time, Our Place framework.
- Ensure the program is inclusive, age-appropriate, and reflective of children's interests.
- Encourage collaboration among educators to enhance program quality.
- Engage families in discussions about their child's learning and development.
- Ensure information regarding the content and operation of the education program is provided to families if requested.
- Provide information regarding the child or young person's participation within the program when requested by families.

- Ensure a copy of the program is available at all times.
- Ensure documentation related to the development of the education program is recorded.

**Educators will:**

- Plan and deliver a program that supports children’s learning, wellbeing, and interests.
- Encourage children to take an active role in their learning through play and exploration.
- Use observations and reflections to guide program planning.
- Ensure all children and young people have the access to a quality and inclusive educational program that celebrates and makes visible children’s diversity (MTOF, V2.0)
- Ensure the program provides opportunities for creativity, problem-solving, and social development.
- Foster an inclusive environment that respects cultural diversity and individual needs.

## Documentation Requirements

Educators will document children’s participation in the program through various methods, including:

- Learning stories and narratives.
- Observations and reflections.
- Photographs and work samples.
- Group discussions and feedback sessions with children.
- Evaluations of children’s learning and engagement in activities.

## CONSIDERATIONS

Sources	Related Policies
<ul style="list-style-type: none"> <li>• National Quality Framework: Quality Area 1 &amp; 7.</li> <li>• Education and Care Services National Regulations (regs. 168, 73-76, 118, 148, 168, and 170)</li> </ul>	<ul style="list-style-type: none"> <li>• Excursion/Incursion Policy</li> <li>• Behaviour Guidance Policy</li> <li>• Interactions with Children, Family and Staff Policy</li> <li>• Supervision Policy</li> </ul>

## REVISIONS:

Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

## 2.2 Excursions/incursions/extra-curricular activities

### POLICY STATEMENT:

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Asquith Community After School Care Centre offers enriching excursions, incursions, and extra-curricular activities to support children's learning, development, and connection to the community, aligned with "My Time, Our Place" outcomes (2.1, 4.2, 4.3). All activities are carefully planned with a focus on safety, in line with national regulations, including risk assessments and written parental consent. The Centre also supports school-based extra-curriculars that extend children's interests and skills. This policy applies to all members of the community.

### DIRECTIONS:

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#### Definitions:

- **Excursion:** Means an outing organised by an education and care service or family day care educator but does not include an outing organised by an education and care service provided on a school site if:
  - (a) A child or children leave the education and care service premises in the company of an educator.
  - (b) The child or children do not leave the school site.
- **Extra-Curricular Activities:** Means an activity organised separately from the Service that children may attend during operating hours. Examples include music lessons, dance class, choir lessons.
- **Regular outing:** In relation to an education and care service, means a walk, drive or trip to and from a destination
  - (a) That the service visits regularly as part of its educational program.
  - (b) Where the circumstances relevant to the risk assessment are substantially the same on each.
- **Incursion:** means an activity organised by our Service, whereby an outside body is employed or engaged to visit the service to run an educational program and to promote culture and diversity. This could include a visit from the Rural Fire Service, an Aboriginal Cultural awareness group, science or reptile show or a musical or drama performance. Some incursions may be offered free of charge whilst others may incur a small participation cost.

#### Considerations for excursions and incursions:

All excursions and incursions must clearly support the educational program and enhance children's learning and development. Staff should identify the purpose and ensure activities are age-appropriate, inclusive, and engaging.

#### Considerations may include:

- Children's ages, abilities, and interests.
- Opportunities for skill development through creative and fun experiences.
- Venue suitability, including:
  - Safety and accessibility.

- Toilet, hygiene, and drinking water facilities.
- Provided risk assessment documentation.
- Time away from the service.
- Required clothing and equipment.
- Travel arrangements and transportation safety.
- Cost to families.
- Wet weather or alternative plans.
- Clear communication with families.
- Teaching children safety procedures and responsibilities.
- Comprehensive risk assessments for both excursions and incursions.
- Ensuring children's safety and wellbeing at all times.

### 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.

### Parent/Guardian Authorisation:

Children must not be taken outside of the service without prior **written authorisation** from a parent or authorised person listed in the child's enrolment record. Specific permission is also required for **swimming activities**.

By signing the excursion permission form, families authorise their child to attend the outlined activity. For **regular outings** (e.g., visits to local parks), authorisation can be obtained once every 12 months, provided families have given prior consent.

Authorisation for excursions must include:

- Child's full name.
- Reason for the excursion or transportation.
- Date of the excursion (unless a regular outing).
- Description of the destination and pick-up location.
- Method of transport and any seatbelt/safety restraint requirements.

- Proposed activities.
- Duration of the excursion and transport time.
- Anticipated number of children attending.
- Educator-to-child ratio.
- Number of staff and other supervising adults.
- Confirmation that a risk assessment has been prepared and is available.
- Confirmation that transport policies and procedures are available at the service.

#### Additional Notes:

- Authorisations must be stored securely in the child's enrolment record.
- Parental authorisation may also be required for incursions, if identified in the risk assessment or if a cost applies.

### 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.
- At least one educator or the nominated supervisor must hold current ACECQA approved first aid qualification, CPR qualification, approved emergency asthma management and approved anaphylaxis management training.

### Items to be Taken on an Excursion:

#### Information and equipment to be taken on excursions will include:

- Appropriate number of suitably equipped first aid kits.
- Fully charged and operating mobile phone.
- Emergency contact information details for all children participating on the excursion.
- Medication for children requiring medical and relevant medical management plans.
- Items required for excursion circumstances- such as sunscreen, hats, other equipment.
- Child attendance record.
- Other information/equipment noted on the Risk Management Plan.

## Transportation for Excursion:

All excursions involving transportation must comply with the Safe Transportation Policy and the National Regulations. This includes completing a transport-specific risk assessment and obtaining written parental authorisation before travel. The mode of transport must be recorded on both the risk assessment and the parent authorisation form. The risk assessment must also outline procedures for embarking and disembarking, including how each child will be accounted for.

The permitted modes of transport includes:

- **Walking:** A risk assessment must confirm the route is safe. Educators will ensure use of safe footpaths and crossings, adherence to road rules, and supervision to prevent children from running ahead or lagging behind.
- **Public Transport (Bus, Train, Ferry, etc.):** Children must be supervised at all times. The service must ensure:
  - Transport providers are licensed and insured.
  - Appropriate facilities are available (e.g., wheelchair access).
  - Children display appropriate behaviour.
  - Adequate adult supervision is in place.
  - Risk assessments cover safe boarding and exiting procedures.
  - For bus travel, children must be seated (with seatbelts used if available), and capacity limits adhered to.
  - For train travel, local stations must be notified in advance and all children should be seated together in a single carriage (avoiding Quiet Carriages).
- **Private Vehicle (Car):** Vehicles must be registered, roadworthy, and fitted with age-appropriate, Australian Standard-approved restraints, installed or checked by an authorised fitter. Drivers must hold a valid licence for the vehicle type. National Child Restraint Laws apply:
  - Children aged 4-7 cannot sit in the front seat of a car with 2+ rows unless rear seats are fully occupied by younger children.
  - Children 7-16 who are too small for a seatbelt should use an approved booster seat with a properly fitted seatbelt or harness.

Where appropriate and safe, walking may be used as a mode of transport.

## Extra-Curricular:

Our Service supports children's participation in extra-curricular activities held within school grounds during operating hours. These may include music lessons, dance classes, team sports, drama, or chess club.

Parents Must:

- Complete the Extra-Curricular Authorisation Form each term.
- Coordinate attendance directly with the activity provider.
- Inform the Service of any changes to their child's schedule.
- Ensure their child checks in with the nominated educator for any 3:00 pm activity to be marked on the roll.

## Attendance Procedure:

Children will be:

- Signed out by educators when leaving for an activity.
- Signed back in upon return.

- Children must report to an educator before leaving. If a child consistently fails to do so, their participation may be suspended following consultation with families.

#### **Risk Assessment:**

- Activity details, date, time, location, and duration.
- Purpose of the activity.
- Name and contact of the activity coordinator.
- Route to the activity and whether an escort is required.

Children will not be permitted to attend extra-curricular activities without prior written authorisation.

#### **Insurance:**

Management must review their insurance policy prior to the excursion/incursion to ensure liability is protected by the Service. A copy of the insurance policy should be kept within the service's vehicle at all times.

#### **Checking For Children's Safety:**

##### **Educators will ensure:**

- Children's attendance records are taken on excursions.
- All children are accounted for when embarking/disembarking the car/vehicle or bus.
- Children's names are marked off as they enter and leave the vehicle including time and date.
- A thorough check is made of the vehicle to ensure no child is left in the vehicle (a second person should repeat this check for safety).
- The vehicle is parked to avoid other vehicles, driveways or car parks.
- The vehicle is parked as close as possible to the premises or visiting venue.
- Children only disembark the vehicle when it is safe to do so.
- Head counts are conducted regularly whilst on the excursion.
- Bathrooms and toilets are checked for any potential hazard before children enter, and children are escorted to the bathrooms and supervised.

##### **If a child becomes ill whilst on excursion - educators will:**

- Assess the child's illness and follow the Incident, Injury, Trauma and Illness procedure.
- Keep the child calm and comfortable.
- If a child has an individual Medical Management Plan for their symptoms displayed, follow the directions and administer medication if applicable and notify parents/guardians.
- Use the supplies in the excursions first aid kit to assist in applying first aid to child.
- Seek medical assistance, including ambulance transport, medication if required (as per child's excursion authorisation form).
- Contact the child's parents/guardian as soon as possible, no later than 24 hours after the incident.
- Contact the nominated supervisor at the Service for further direction if required.
- Ensure ratios are maintained for supervision.
- Complete an Incident, Injury, Trauma and Illness Record.
- Notify the Regulatory Authority of any serious incident of a child while being educated and cared for at the service within 24 hours.

## Lost Child During An Excursion/ Extra-Curricular Activity:

In the event of a child being unaccounted for during an excursion or following an extra-curricular activity, educators will immediately:

1. Inform another educator and provide supervision for groups.
2. Conduct a head count.
3. Ask children/helpers/other educators if they have seen the missing child.
4. Check with the extra-curricular activity coordinator if they are aware of the missing child's location.
5. Search the premises.
6. Check organised meeting points (use mobile phone to contact other educators).
7. Alert the venue management and request that an announcement is made.
8. If the child is still unaccounted for after checking as above, the nominated supervisor or excursion coordinator will contact the Police on 000 and report the incident.
9. The nominated supervisor will contact parents/guardian.
10. Educators will reassure other children and provide supervision.
11. The approved provider must make a notification to the regulatory authority within 24 hours of a serious incident.

## Departing for Excursions:

For excursions, children must arrive at the centre by 8:30am to leave on time. If staff need to call a family about a child's whereabouts, a \$20 search fee will be charged. Staff cannot wait for late children once the bus is ready to depart, and if a family can't be reached, the bus will leave without the child. In both cases, full day fees still apply. Parents may drop their child directly at the excursion if running late.

## CONSIDERATIONS:

Sources	Related Policies
<ul style="list-style-type: none"><li>• National Quality Framework: Quality Area 2, 6 &amp; 7.</li><li>• Education and Care Services National Law 2010 (s165, 167, 169).</li><li>• Education and Care Services National Regulations (regs. 99, 100, 102 and 168).</li></ul>	<ul style="list-style-type: none"><li>• Supervision</li><li>• Water Safety</li><li>• Child Protection</li><li>• Providing a Child Safe Environment</li></ul>

## REVISIONS:

Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

## 2.3 Providing a Child Safe Environment

### POLICY STATEMENT

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Asquith Community After School Care Centre is committed to providing a safe, secure, and well-maintained environment that supports the wellbeing of all children, families, staff, and visitors. The Centre ensures all areas and operations meet high standards through effective procedures relating to building security, safe storage, equipment maintenance, pest control, lighting, heating, ventilation, and overall environmental safety. Ongoing reviews and prompt attention to hazards will uphold compliance with relevant regulations and ensure a welcoming and protective space.

### PROCEDURE

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#### Centre Security

- Only authorised staff and management are issued building and equipment keys.
- Supervisors are provided keys to the school gate and service building.
- Before leaving, staff must ensure rooms, cabinets, windows, and doors are locked, and all heating and lighting is turned off.
- In case of a break-in, police and the Coordinator must be informed immediately; the Coordinator will notify the school.
- Staff must stay on-site until advised by police.

#### Building / Equipment Repairs and Maintenance

- Equipment is selected to support children's development and interests.
- All buildings and equipment are maintained in a safe, clean, and working condition.
- Damaged or unsafe electrical components are not permitted.
- The centre and play areas are regularly inspected for safety and Australian Standard compliance. The School Grounds Committee oversees this.
- Equipment is routinely cleaned, and hazardous materials in recycled craft items are monitored.
- Staff handle tools safely and encourage parent reporting of observed hazards.
- All maintenance issues are to be reported promptly to the Coordinator.
- Faulty items are removed or secured to prevent access.

#### Urgent and Ongoing Repairs:

- Coordinators arrange contractors for urgent repairs.
- All actions are documented and reported to the committee.
- Parent body contractors are preferred if available; otherwise, alternatives will be sourced.
- Maintenance is reviewed during Coordinator reports.
- If the centre is deemed unsafe, it will be closed until resolved, with all stakeholders notified.

## Storage

- Storage is organised for easy access and tidiness.
- Storage areas are cleaned at the end of each Vacation Care Term.
- Children’s play items are stored in accessible cupboards and must be packed away after use.
- Craft materials not pre-set by staff require permission for use; frequently used items like paper are always available.
- Equipment must be cleaned before storage.
- Larger items have separate designated storage where space permits.
- Dangerous goods, tools, and confidential records are stored securely and out of children’s reach.
- Staff must maintain security of restricted access areas.
- The Coordinator ensures confidentiality of stored records.

## Heating, Ventilation and Lighting

- Heating and cooling appliances must be safe, reliable, and regularly checked.
- Electrical cords are to be kept away from children’s reach.
- Room temperature and airflow are adjusted based on needs and activities.
- Complaints about climate comfort are addressed promptly with Management.
- Natural ventilation is prioritised by keeping windows operable and open, weather permitting.
- Toxic materials require additional ventilation during use.
- Indoor spaces prioritise natural light and appropriate lighting for detailed tasks.
- Entryways and outdoor areas must be well-lit for safety, with a security light installed at the main entrance.

## Indoor Environment

- Both indoor and outdoor areas are smoke-free.
- Child numbers are kept within the building’s comfortable capacity and National Standards.
- Alternative areas like halls or verandas are used when children must stay indoors for extended periods.
- Designated indoor areas include:
  - Sign-in/out, records, and admin stations.
  - Confidential discussion spaces.
  - Bag and personal item storage.
  - Equipment, food, and material storage.
  - Food prep and refuse management zones.
  - Separate toilets with hand-washing facilities.
  - Activity areas for both group and individual tasks.
  - Display space for children’s work.
  - Quiet zones for rest or homework.

- Indoor spaces are arranged for accessibility and supervision.
- Walkways must be kept clear of obstacles.
- Children are expected to store items properly.
- Access to outdoor areas must remain open and unobstructed.

## Outdoor Environment

- The outdoor environment is smoke-free and safely accessible.
- Daily inspections ensure play areas are free from hazards.
- Any unsafe items are safely removed before play.
- Layouts encourage varied play styles—group and solo.
- Supervision and child/staff ratios are maintained at all times.
- Children must stay within clearly marked boundaries.
- A staff member must accompany any child leaving designated areas.
- Shade structures or natural shade are maintained and used.
- External play venues may be used if safe, beneficial, and supervision ratios remain compliant indoors and out.

## CHILD PROTECTIVE PRACTICES

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To be updated in line with new Working with Children Check legislation when introduced.

### Mandatory Reporting

- Mandatory Reporters are those who provide services to children in a paid or professional capacity. In OSHC settings, this includes:
  - Educators working directly with children.
  - Management (paid or voluntary) responsible for supervising or delivering these services.
- Educators must use the **Mandatory Reporter's Guide (MRG)** if they have concerns 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.

**Section 23(2):** Any such circumstances may relate to a single act or omission or to a series of acts or omissions

Educators must complete child protection training funded by the service. Reports must be confidential and follow the service's Confidentiality Policy. If an educator suspects a child is at risk:

1. **Speak with the Nominated Supervisor or Responsible Person**, who may hold additional context.
2. **Document incidents clearly**, with detail, and store securely.
3. Use the **MRG** with guidance from the Supervisor to assess risk. If required, report to the Child Protection Helpline:
  - o Mandatory Reporters: 13 36 27
  - o Non-Mandatory Reporters: 132 111

You must report if the MRG directs you to, even if your supervisor does not act. Once a report is made, do not report again unless new information arises.

### Mandatory Reporting Guide (Mrg):

- The MRG helps determine if a situation meets the threshold of 'risk of significant harm' and recommends actions. Use the MRG again if new information arises. If the tool advises to "Document and continue the relationship," support must continue through services and referrals. Always print and file the MRG report, even if no further action is required.
- Website: [www.keepthemsafe.nsw.gov.au](http://www.keepthemsafe.nsw.gov.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.
  - o The NSW Children and Young Persons (Care and Protection) Act 1998 has been amended (2009) to include chapter 16A Information Exchange
  - o Chapter 16A requires prescribed bodies to take reasonable steps to coordinate decision making and the delivery of services regarding children and young people
  - o 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:
  - o A child or young person's history or circumstances.
  - o A parent or other family member, significant or relevant relationship.
  - o 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:

Allegations involving risk of harm from an educator, volunteer, trainee, or visitor are considered 'reportable conduct' and must be reported to the NSW Ombudsman within 30 days.

1. Record facts using an Incident Report (include names, times, dates).
2. The report must be kept confidential.
3. If the allegation involves the Nominated Supervisor, inform management.
4. Follow advice from the Ombudsman ([www.ombo.nsw.gov.au](http://www.ombo.nsw.gov.au)).
5. The person involved may be placed on leave or reassigned from child-related duties.
6. Support (e.g., counselling or referrals) will be provided for all involved.

## 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 learn about their Mandatory Reporter responsibilities during orientation and induction, including discussions on their current knowledge, this policy, available resources, and Child Protection training. Information on sexual grooming signs and appropriate boundaries with children will also be provided to ensure full awareness.

## CONSIDERATIONS

Sources	Related Policies
<ul style="list-style-type: none"> <li>• National Quality Framework: Quality Areas 2, 3, 5, 6, and 7</li> <li>• Education and Care Services National Law 2010.</li> <li>• Education and Care Services National Regulations (Regs. 82, 84, 85, 86, 87, 89, 103, 105, 107, 108, 109, 110, 114, 115, 155, 170, 176, 168)</li> <li>• NSW Children and Young Persons (Care and Protection) Act 1998</li> <li>• Commission for Children and Young People Act 1998</li> <li>• Child Protection (Prohibited Employment) Act 1998</li> <li>• Ombudsman Act 1974 (with relevant Child Protection Amendments)</li> <li>• NSW Department of Community Services Mandatory Reporting Guidelines</li> <li>• NSW Child Protection Interagency Guidelines (2006)</li> <li>• Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13</li> </ul>	<ul style="list-style-type: none"> <li>• Governance and Management Policy.</li> <li>• Health and Safety policies</li> <li>• Staffing policies</li> </ul>

## REVISIONS:

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Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

## 2.4 Pests and Pets

### POLICY STATEMENT:

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Asquith Community After School Care Centre recognises that while animals are not essential to the program, they can provide enjoyment, learning, and opportunities to develop empathy. Any animals brought into the service must be safely housed to minimise risks, and strict supervision will ensure the safety of children and staff. All animals will be treated humanely and with respect.

### DIRECTIONS:

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The Coordinator will decide on pet inclusion or animal visits based on their benefit to children and will inform families of related risks, benefits, and procedures. They will also consult with parents about any special needs, such as allergies, asthma, or immune conditions

#### Assessing and Managing Risks

- Animals can provide valuable learning experiences, but their presence at the OSHC Service requires a risk assessment, considering the animal type and how children will interact with it. Risks include disease transmission, injuries, allergies, and pests. To reduce these risks, staff and children must wash hands after any contact with animals or their environments. With supervision, children may help care for animals to build responsibility.

#### Supervision & Safety

- Children must be closely supervised when interacting with animals.
- Appropriate clothing and footwear should be worn.
- Staff must be alert to children with allergies to insects or animals.

#### Service Pets Guidelines

- Educators and management should prepare children for animal visits and assess children's responses.
- Consider the long-term implications before acquiring a pet.
- Pets and enclosures must be clean, hygienic, and regularly maintained.
- Animal food must be stored safely and out of children's reach.
- Animals must be kept out of food prep, eating, and rest areas, and away from toys or utensils.
- Handwashing is mandatory after any contact with animals.
- Children's own pets may only enter the Service with supervisor permission.
- The educational program should include learning about animal care and respectful treatment.

#### Pest Control

- Food and equipment are stored to avoid attracting pests.
- Waste and kitchen areas are cleaned daily.
- Pest problems are handled using:

- Non-chemical options like cleanliness and manual removal.
- Low irritant sprays used sparingly, away from children.
- Professional pest control as a last resort.
- Urgent cases allow the Coordinator to call approved contractors.
- Non-urgent cases are reported in the Coordinator's management report.
- Chemical use must occur outside operational hours.
- If pest control requires it, staff and children will be temporarily relocated.

## Uninvited Animal Visit

Uninvited animals may occasionally enter the OSHC Service. When safe, educators can use these moments for spontaneous learning, but children's safety always comes first.

If the animal is potentially dangerous (e.g., snake, spider), educators must:

- Not approach or touch the animal under any circumstances.
- Immediately contact the appropriate authority based on location (see below).
- Ensure the animal is monitored from a safe distance until assistance arrives.
- Prioritise the safety of educators, children, and families during the incident.

Wildlife Emergency Contacts by State/Territory:

- NSW – WIRES: 1300 094 737 | National Parks: 1300 361 967

Educators must ensure a professional handles any dangerous animal to allow for a safe and efficient response.

## CONSIDERATIONS

Sources	Related Policies
<ul style="list-style-type: none"> <li>● National Quality Framework: Quality Areas 1, 2, and 6.</li> <li>● Education and Care Services National Law 2010.</li> <li>● Education and Care Services National Regulations (Regs. 168 and 170)</li> </ul>	<ul style="list-style-type: none"> <li>● Educational Program Policy</li> <li>● Supervision Policy</li> <li>● Providing a Child Safe Environment</li> </ul>

## REVISIONS:

Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

## 2.5 Child Behaviour Management

### POLICY STATEMENT:

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Asquith Community After School Care Centre believes in providing a safe, respectful, and supportive environment where children are empowered to develop the skills and strategies they need to manage their emotions and behaviour. Positive behaviour guidance helps foster children's wellbeing, confidence, and cooperative relationships, in line with the principles of the National Quality Framework and the National Principles for Child Safe Organisations. This policy is underpinned by our commitment to child safety, inclusion, and respect for each child's individual needs and rights.

### Definitions:

- **Behaviour guidance** – A positive approach to help children understand and learn skills to manage their own behaviour, respond to others appropriately, and resolve conflicts effectively.
- **Cool down** – A behaviour guidance strategy where a child is encouraged to find a space near an educator to calm down and regain self-control, with educator support. (ACECQA, 2020)
- **Restraint** – Physical restraint may be used only in emergencies when a child is at risk of harming themselves or others (e.g. climbing a fence, running near traffic). (ACECQA, 2023, p.2)
- **Self-regulation** – The ability to manage emotions, behaviour, attention, and energy levels to return to a calm, balanced state. It is vital for mental health, wellbeing, and learning. (KidsMatter, 2014)
- **Inclusion** – Considering all children's diverse backgrounds and needs—social, cultural, linguistic, learning, ability, gender, and family circumstances—when planning programs. (MTOV V2.0)

### Principles:

- The behaviour guidance strategies used at our OSHC Service aim to support children in a safe, inclusive environment that respects individual rights, including safety, dignity, cultural identity, and self-expression. Educators recognise that developing self-regulation is a key part of children's social and emotional growth as they learn how their actions affect others. We provide clear, consistent guidelines within caring relationships to help children feel secure and confident, knowing a capable adult is supporting them.
- **Positive behaviour is promoted through:**
  - A supportive, age-appropriate learning environment.
  - Guidance strategies that build skills and encourage positive behaviour.
  - Techniques to reduce undesired behaviours effectively.

### Positive Behaviour Guidance Strategies

At our OSHC Service, guiding children's behaviour is vital to their care and education. We use positive strategies to support children in learning appropriate behaviour.

All educators model respectful behaviour and language, encouraging children to socialise with peers across ages, genders, and cultural backgrounds.

Behaviour guidance is tailored to each child's age and developmental stage. Children are supported to make decisions, gain independence, and practise self-regulation. They are given choices and allowed to experience natural consequences when safe, and are acknowledged for positive behaviour.

Strategies include visual cues, prompting, redirection, re-teaching, logical consequences, 'cooling down' time, and reflective conversations. If challenging behaviour persists, educators review program, setup, and supervision to identify triggers.

Physical restraint is only used in emergencies when a child is:

- In an unsafe situation (e.g., climbing a fence or running onto a road)
- Threatening others
- Causing harm to themselves, others, or the environment (ACECQA, 2020)

Consistency and routine are essential for supporting wellbeing and promoting agency. All staff apply a proactive, positive approach to behaviour guidance.

## Inappropriate Discipline

- All staff help uphold child safe practices at our OSHC Service. Corporal punishment or any form of unreasonable or inappropriate discipline is strictly prohibited.
- Staff are trained to recognise and avoid inappropriate interactions and have completed current child protection training, including mandatory reporting obligations.
- Any alleged or witnessed child abuse or misconduct by a staff member, volunteer, or contractor must be reported immediately to [insert state/territory reporting authority] or Police (000).
- The approved provider will notify the regulatory authority of any incident or allegation of physical or sexual abuse occurring at the Service.

## DIRECTIONS:

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### Educators will:

- Model respectful, calm, and inclusive behaviour at all times.
- Create predictable environments and routines that promote positive behaviour.
- Build strong relationships with each child to support their emotional wellbeing.
- Observe and respond to each child's cues and behaviour with empathy and guidance.
- Use behaviour guidance strategies that support children to develop self-regulation and problem-solving skills.
- Work collaboratively with families to understand and support the individual needs of each child.
- Use restorative conversations where appropriate, to help children reflect on and resolve conflicts.
- Document significant behaviour incidents and the strategies used, where required.
- Seek support and training to respond to complex behaviours appropriately.

### The Nominated Supervisor will:

- Support educators in implementing behaviour guidance strategies.
- Ensure behaviour guidance practices are consistent with the National Law, National Regulations, and NQS.
- Communicate with families regarding behaviour guidance practices and plans.

- Facilitate training, reflective practice, and professional development for staff related to behaviour management.
- Ensure that any ongoing or high-risk behaviour issues are responded to appropriately, including seeking external support if required.
- Promote a positive team culture where educators feel confident and supported in managing behaviour.
- Ensure policies are implemented in alignment with the Child Safe Standards.

#### Families will:

- Be informed of any incidents of challenging behaviour involving their child.
- Be encouraged to share relevant information about their child's behaviour, needs, and strategies used at home.
- Work in partnership with educators to develop behaviour support plans, when required.
- Be involved in decision-making and kept informed of their child's progress.
- Respect the privacy of other children and families regarding behaviour incidents.

### Unacceptable Practices:

#### Educators will not use or permit any of the following:

- Physical punishment (including smacking, shaking, grabbing).
- Humiliation, belittling, or shaming of a child.
- Isolation or exclusion (e.g. sending a child away from a group for long periods).
- Withholding food, drink, or comfort as punishment.
- Any practices that cause emotional distress or violate a child's dignity or rights.

### For ongoing or severe behaviours:

- Behaviour support plans may be developed in consultation with families and other professionals (e.g. Inclusion Support, allied health services).
- External referrals may be made where appropriate.
- The safety of all children and staff will be prioritised, and temporary adjustments to participation may be made if a child poses a risk to others.

### Support for Educators:

- Educators will be supported through team discussions, reflective practice sessions, and debriefing opportunities.
- Training and professional development in behaviour guidance and trauma-informed practice will be provided regularly.
- Staff will not be expected to manage serious behaviour issues alone and will be encouraged to seek help from the Nominated Supervisor.
- Educators will receive regular feedback and guidance to help them strengthen their behaviour management skills.

### Review and Monitoring:

- Behaviour guidance strategies and plans will be reviewed regularly in consultation with families and professionals.
- Educators will reflect regularly on their behaviour guidance practices and update approaches as needed.
- This policy will be reviewed annually or more frequently if required to reflect changes in legislation, regulations, or best practice.

## CONSIDERATIONS

Sources	Related Policies
<ul style="list-style-type: none"> <li>• National Quality Framework: Quality Area 2, 5, 6 and 7</li> <li>• Education and Care Services National Law 2010.</li> <li>• Education and Care Services National Regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-Bias and Inclusion Policy</li> <li>• Behaviour Guidance Policy</li> <li>• Child Protection Policy</li> <li>• Educational Program Policy</li> <li>• Family Communication Policy</li> <li>• Incident, Injury, Trauma and Illness Policy</li> <li>• Interaction with Children, Family and Staff Policy</li> <li>• Privacy and Confidentiality Policy</li> <li>• Respect for Children Policy</li> <li>• Enrolment Policy</li> <li>• Supervision Policy</li> </ul>

## REVISIONS:

Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

## 2.6 Behaviour Guidance: Bullying

### POLICY STATEMENT:

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Asquith Community After School Care Centre is committed to providing a safe, inclusive, and respectful environment where every child feels secure, valued, and supported. We believe all children have the right to feel safe from bullying and intimidation and to develop meaningful relationships built on trust, empathy, and mutual respect.

Bullying is not tolerated at our service. Through proactive behaviour guidance strategies, positive role-modelling, open communication, and a culture of kindness, we aim to prevent bullying behaviours and empower children to express themselves appropriately, resolve conflicts constructively, and develop the social and emotional skills necessary to thrive.

This policy reflects our dedication to upholding the National Quality Framework, the National Principles for Child Safe Organisations, and our service's core philosophy of fostering a nurturing environment where children's rights, voices, and wellbeing are protected and prioritised.

### DIRECTIONS:

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#### Types Of Bullying

The most common types of bullying in the early childhood (K-3) setting are physical and verbal. Some children may also bully others by social isolation/exclusion.

- **Physical bullying includes:** hitting, punching, kicking, pinching- directed at the same child/ren over an extended period of time.
- **Verbal bullying includes:** calling children names, taunting them, making sexist/racist statements, making cruel statements about personal attributes, clothing etc.
- **Social bullying includes:** Excluding individual children or groups of children from play or social situations; spreading rumours or playing mean jokes
- **Cyber bullying includes:** Using technologies such as texting or e-mailing to taunt, insult, intimidate or harass another child.

#### Signs Of Bullying

In many cases, bullying occurs without adults being aware of it. Bullying can include physical violence (hitting, shoving), teasing or name-calling, social exclusion, or intimidation. It often occurs over a period of time. Possible signs a child is being bullied might include:

- Unexplained cuts, bruises, scratches
- Changes in behaviour, such as becoming moody, teary, depressed
- Bedwetting
- Complaints of physical ailments such as headaches or stomach aches
- Having few friends, or a breakdown in a previous friendship
- Does not want to attend school/after school care/vacation care
- Does not want to attend parties, visit other children

*Children may also disclose to a trusted adult that they are being bullied.*

## Effects Of Bullying

Children who are bullied are more likely to be depressed, lonely, and anxious and have low self-esteem. They may frequently feel sick and avoid interactions with others.

## Preventative Strategies

Bullying thrives where there is not enough supervision. If required, and where possible, OSHC Services should improve upon the educator: child ratios set in the National Regulations. The program of activities should be designed to meet the needs and interests of all children in attendance to prevent periods of boredom.

Staff/educators model appropriate behaviours towards other staff and children, including refraining from teasing, humiliating, or talking 'behind another's back'. This should also include using appropriate language when supporting children to recognise, manage and learn about their behaviour and develop an understanding of how their behaviour affects others. Children and young people should be encouraged to verbalise their emotions and to develop empathy and compassion.

## Talking About Bullying

Educators play an important role in helping children understand and guide their own behaviour as they learn about positive and healthy relationships with others.

Behaviours in the early years (K-3) may be precursors to bullying rather than true bullying. This could include making faces, refusing to play together, telling lies or stories about another child, grabbing objects, pushing, pinching or shoving another child. Without intervention, these behaviours could turn into a pattern of bullying.

Educators can assist children recognise bullying behaviour and assist children in developing strategies to develop positive relationships and prevent bullying. Skills to develop to assist in preventing bullying include:

- **Empathy**- understanding and responding to what others feel
- **Problem solving**- how to resolve problems constructively without using aggression
- **Language**- understanding what to say when the child is feeling targeted by another child- 'stop it!'

### Educators Will:

- Teach social skills through role-plays, stories and games.
- Avoid using terminology such as 'bully' or 'victim' when describing behaviour being displayed
- Focus and guide children to practice more appropriate ways to interact with others positively and respectfully when talking about bullying
- Maintain and respect the dignity and rights of children.

## Procedure When A Child Discloses Alleged Bullying Or An Educator Suspects Bullying Is Occurring

### Educators Will:

- Refer to the Behaviour Guidance- Bullying Response Procedure for steps to undertake when approaching a bullying situation
- Listen when a child attempts to tell you about behaviours that might indicate bullying
- Learn as much as possible about the children involved and the tactics used
- Summarise the problem they are discussing

- Ensure the child knows that the educators at the service are there to help them
- Provide support and empathy
- Empathise with the child and reassure them that it is not their fault
- Ask the child what they think could be done to help, what will make them feel safe
- Encourage and support the child who is being bullied to contribute to discussions on actions to challenge or stop bullying behaviours
- Notify the nominated supervisor of the allegation
- Document the incident and record strategies used to guide and support the child (see Bullying Incident Report form)
- Inform and communicate with families regarding instances of bullying involving their child (See Involving Families section below)

### Educators Will Not:

- exhibit negative behaviour, sarcasm, or any form of corporal punishment, or any discipline that is unreasonable or inappropriate
- humiliate a child
- negatively label a child or family
- verbally or physically threaten a child
- exclude a child from events

### Strategies For Dealing With Bullying

- Implement this policy to uphold a zero-tolerance approach to bullying.
- Model respectful interactions with colleagues, children, and families.
- Ensure children are adequately supervised at all times and remain alert to any indicators of bullying.
- Teach children practical strategies to respond to bullying behaviours, such as using assertive language (e.g., "I don't like it when you call me names").
- Critically reflect on the environment to identify and address factors that may contribute to bullying, while promoting respectful, inclusive interactions.
- Take prompt and appropriate action if they suspect a child is being bullied.
- Engage in conversations with the child displaying bullying behaviour to help them understand the impact of their actions.
- Clearly communicate that bullying behaviour is unacceptable and provide support to help the child demonstrate more positive behaviours.
- Avoid forcing a meeting between the child who has been bullied and the child displaying the bullying behaviour, as forced apologies are not constructive.
- Explore with the child displaying bullying behaviour possible reasons for their actions to better understand and address the behaviour.
- Consider each child's age, cultural background, and physical and developmental needs when responding to incidents.
- Support children's agency by guiding them toward more thoughtful and respectful behaviours.
- Develop a Behaviour Guidance Plan, in collaboration with the child, their family, and relevant support agencies when necessary.

## Involving Families

Our OSHC Service will seek the cooperation and support of families for bullying prevention initiatives and to reinforce positive interactions among children.

We will:

- Ensure families are aware of our Service Philosophy, Behaviour Guidance – Bullying Policy, and Child Safe Environment Policy.
- Provide families with information about the nature and harmful consequences of bullying through resources such as newsletters and parent information sessions.
- Communicate openly with families of children who engage in or experience bullying, and work in partnership with them to implement appropriate support strategies (refer to the Privacy and Confidentiality Policy and Code of Conduct).
- Seek additional strategies and support from relevant Inclusion Support Services when needed, including the implementation of a Behaviour Guidance Plan.
- Support families in guiding their child's behaviour through effective, positive strategies and connect them with additional resources such as Kids Helpline.

## Potential Further Actions

Possible actions may be required to ensure our service provides a child safe environment for all children. Any action taken by management will be dependent on each individual case following regular communication with families, professional support and intervention. Should the bullying behaviour continue and children's wellbeing and safety is at risk, management may request:

- The temporary exclusion the child from the Service, or
- The permanent exclusion from the Service (see: Enrolment Policy)

## CONSIDERATIONS

Sources	Related Policies
<ul style="list-style-type: none"><li>• National Quality Framework: Quality Area 2, 5, 6 and 7</li><li>• Education and Care Services National Law 2010.</li><li>• Education and Care Services National Regulations</li><li>• <a href="https://kidshelpline.com.au/teens/issues/bullying">https://kidshelpline.com.au/teens/issues/bullying</a></li></ul>	<ul style="list-style-type: none"><li>• Anti-Bias and Inclusion Policy</li><li>• Behaviour Guidance Policy</li><li>• Child Protection Policy</li><li>• Educational Program Policy</li><li>• Supervision Policy</li></ul>

## REVISIONS:

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Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

## 2.7 Anti Bias

### POLICY STATEMENT:

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We aim to provide an inclusive environment for all children, families and educators, acknowledging the uniqueness of every person regardless of their race, gender, sexuality, religion, culture, physical and mental abilities and socio-economic background. This policy ensures all children, families, and staff are welcomed and treated equitably and with respect.

Our Anti-Bias and Inclusion policy underpins the philosophy of our OSHC Service. The role of educators is to encourage children to share and learn about the individuality of each child and their family and their role in the OSHC Service. This policy aims to assist children to form positive social relationships, develop their identity and self-awareness and to learn to accept the diversity of members within and outside of the OSHC Service community. Our OSHC Service embeds the National Principles for Child Safe Organisations and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

### DIRECTIONS:

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#### Cultural Or National Origin And Racial Identity

Our OSHC Service values and promotes equity, respect and awareness of different cultures. We ensure a cultural inclusive curriculum that reflects the cultural, linguistic and religious diversity of our society.

The approved provider, management, nominated supervisor and educators will:

- Build strong partnerships with families and children to enhance cultural responsiveness.
- Provide diverse resources and experiences that reflect a variety of family backgrounds and cultures.
- Employ educators from varied cultural, national, and racial backgrounds where possible.
- Affirm and nurture children's pride and knowledge of their cultural identity.
- Encourage children's curiosity and empathy toward cultural differences and similarities.
- Teach children how to respond positively and appropriately to bias or misunderstandings.
- Promote open discussions about physical and cultural differences to build respect and understanding.
- Invite families to share their culture, language, and traditions at a level comfortable to them.
- Collect cultural and language information at enrolment to tailor the program accordingly.
- Use interpreters and cultural supports as needed to ensure effective communication and inclusion.
- Incorporate children's and educators' first languages when appropriate to strengthen identity and connection.
- Display culturally diverse materials such as books, toys, music, posters, and play resources to encourage learning and respect.

- Challenge any inappropriate or stereotypical remarks to maintain a safe and respectful space for all children.

## Diversity In Family Composition

The approved provider, nominated supervisor and educators will:

- Create an environment that is welcoming to all families.
- Respect each family, and work in partnership to support the child's emergent identity as an individual, member of their family, our Service, and the community.
- Engage in simple discussions about families that focus on fact rather than values e.g., "some children live with their mum or dad, some children live with their mum and dad, some with grandparents, and some with two mums or two dads".
- Be encouraged to seek awareness and reflect on his/her own feelings, beliefs and background and evaluate the effect these may have on their attitudes and interactions with families.
- Respect family lifestyle choices.
- Treat all families respectfully regardless of socioeconomic background.
- Discuss how members of the community can support one another and less fortunate people through the provision of resources, donations of goods or time etc.

## Aboriginal And Torres Strait Islander Perspectives

The approved provider, nominated supervisor and educators will:

- Show respect and a commitment to reconciliation by developing a Reconciliation Action Plan (RAP).
- Reflect on the current level of cultural competence of our staff.
- Promote the inclusion of children's voices in all decisions that affect them.
- Build and strengthen our knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and contributions.
- Embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum.
- Attend professional development to support our understandings of Aboriginal and Torres Strait Islander cultures and perspectives.
- Provide opportunities for professional reflection.
- Create a culturally safe environment to ensure children have the ability to express their culture and enjoy their cultural rights [Child Safe Standards].
- Identify and challenge our own cultural assumptions, beliefs and commitments to cultural competency.
- Engage with local Aboriginal families and communities through Aboriginal Education Consultative Groups.
- Invite Elders and Traditional Owners to speak to children, staff and families about the histories and cultures of the local area.
- Develop an Acknowledgement of Country in collaboration with Elders, community members, children and families which will be displayed and given during special events and incorporated into the program on a regular basis.
- Develop awareness and meaningful understanding about Aboriginal and Torres Strait Islander people as part of the cultural heritage of all Australians.
- Encourage Aboriginal and Torres Strait Islander communities access children services.

- Show sensitivity and respect to Aboriginal and Torres Strait Islander languages by incorporating verbal and visual languages into the Service environment.

## Ability

The approved provider, nominated supervisor and educators will:

- Provide an inclusive educational environment in which all children can succeed.
- Promote acceptance, respect and appreciation for individual's varying abilities.
- Consult with all families and other professionals to enable full participation in the program for children with varying abilities.
- Evaluate and intentionally plan for inclusive learning environments including making reasonable adjustments to optimise access and enable all children to develop autonomy, independence, competency, confidence and pride.
- Provide children and parents with developmentally appropriate information about varying abilities to foster understandings that we are all similar and different.
- Empower children in their own learning to ensure that they gain a feeling of self-respect.
- Treat all children fairly and develop an understanding that everyone has something important to contribute.
- Find examples in books, movies and tv shows that reflect attitudes about diversity, ability and disability.
- Observe all children and with family consultation, provide an individualised program to extend each child's interests and abilities.
- Create an environment where all children can participate in activities and experiences.

## Promoting Inclusion And Diversity Into The Curriculum

The approved provider, nominated supervisor and educators will:

- Promote positive influences, modelling appropriate communication, non-bias or gender specific language and attitudes.
- Develop appropriate expectations for each child based on their individual strengths, developmental needs, and interests.
- Assist educators with the development of required skills and knowledge for working with all children and families.
- Work with Inclusion Support Professionals to assist in the inclusion of children with additional needs (see Additional Needs Policy).
- Explore the values and uniqueness of the diversity within the OSHC Service. These opportunities will form part of the curriculum.
- Treat children with respect by answering their questions honestly.
- Adapt activities, interactions, communication, the environment, and documentation to ensure all children and families are actively included and supported to participate in the curriculum.
- Provide children with a range of resources, equipment and opportunities to enhance their awareness of diversity.
- Reflect on the curriculum ensuring inclusive practice and goals set for children are realistic and being met.
- Involve families in the planning of learning opportunities reflective of their culture.

## Promoting And Supporting Children’s Home Languages

The approved provider, nominated supervisor and educators will:

- Work collaboratively with culturally and linguistically diverse children and their families (MTOF, V2.0).
- Acknowledge that the use of children’s home language underpins their sense of identity and conceptual development (MTOF, V2.0).
- Promote and support children’s home languages in the OSHC Service.
- Present books that reflect different languages and children’s first language.
- Create an environment which supports natural language learning and interaction.
- Assist parents to understand the value and importance of both their home language and English.
- Engage in professional development about cultural diversity and building linguistic capacity.

## CONSIDERATIONS

Sources	Related Policies
<ul style="list-style-type: none"> <li>• National Quality Framework: Quality Area 5</li> <li>• Education and Care Services National Regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Needs Policy</li> <li>• Behaviour Guidance Policy</li> <li>• Child Safe Environment Policy</li> <li>• Educational Program Policy</li> <li>• Interaction with Children, Family and Staff Policy</li> <li>• Privacy and Confidentiality Policy</li> </ul>

## REVISIONS:

Date of next review: 11/11/2025

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11/11/2024	Policy Team	Committee

## 2.8 Inclusion

### POLICY STATEMENT:

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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.

### DIRECTIONS:

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#### Inclusive Practices

##### Seeking and Respecting Cultural Knowledge

- Educators will actively seek information from children, families and the community about their cultural traditions, customs and beliefs.
- This information will be used to provide children with a variety of experiences that 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.

##### Diversity and Respect

- Educators will use resources that reflect the diversity of children, families and the community.
- The service will 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 environment will reflect the lives of the children and families using the service, the cultural diversity of the broader community, and accommodate children's individual needs.

##### Children with Additional Needs

Children with additional needs will be provided with the necessary support and resources to allow them to participate in the service where possible. Considerations include:

- Assistance of KU services
- Review of the routine

- Review of the environment

Inclusion will be dependent on individual child barriers and strategies, achieved in collaboration with families to ensure the best possible duty of care to children, educators and families.

#### Educator Practices

- Educators will treat all children equitably and encourage them to treat each other with respect and fairness.
- Educators will act as positive role models by encouraging all children to be involved in a variety of activities, regardless of gender.
- Educators will role model appropriate ways to challenge discrimination and prejudice, and actively promote inclusive behaviours.
- 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 to help children find strategies to counteract such behaviours.

#### Program and Resources

- The program will include experiences not based on sex role stereotypes.
- Resource materials and equipment 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 family, culture and community.

#### Celebrating Diversity

Educators will create opportunities for children to learn about, respect and celebrate diversity by:

- Encouraging families, children and educators to share 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) that reflect the diversity of the service and broader community.

### Pre-Enrolment Consideration

Asquith OOSH advocates for all children with additional needs and will aim to cater for these whenever possible. Considerations include:

- Parents are asked to consult with the centre as soon as the child is enrolled at the school (in the year prior to commencing care).
- Parents must inform the centre of any additional needs/medical concerns at enrolment.
- The Coordinator will discuss needs with the family and request supporting documents (diagnosis letters, action plans, reports).
- KU permission form and Inclusion Development Fund Manager permission form must be completed.
- Enrolment numbers and staffing capacity will be assessed. If no space is available, families will be informed and the child placed on a waitlist.
- A Risk Assessment and Risk Minimisation Plan will be conducted prior to commencement to ensure safety of all children.
- If the centre cannot ensure safety after assessment, adjustments will be considered. If no suitable adjustments can be made, the child will be waitlisted.

- Enrolment may be subject to government funding (up to 5 weeks to arrange). The child may commence earlier at Coordinator discretion.
- Permission may be sought to consult the class teacher/Support Unit.
- The centre may request an Introductory Day and/or a meeting with the family, Inclusion Professional and school.
- Regular policies, particularly behaviour policies, apply once enrolled. Enrolment may be reconsidered if the centre cannot meet the child's needs.

## Educator Recruitment and Professional Development

- The service aims to recruit educators from diverse cultural and linguistic backgrounds, and both genders.
- The nominated supervisor and educators will attend professional development to increase cultural competence and challenge discrimination and prejudice.
- All educators will receive a copy of the Outside School Hours Care Code of Professional Standards.

## Inclusion Support Team

- The team will consist of the Inclusion Support Officer (ISO), Coordinator, Assistant Coordinator, and relevant staff.
- Responsibilities include:
  - Participating in the enrollment process.
  - Working closely with the child to understand needs and create a consistent support plan.
  - Conducting weekly reflections and discussing progress with the Coordinator.
  - Supporting educators to feel confident in inclusive practices.
  - Conducting regular reviews with families.

## Inclusion Support Agencies

- The service will access bicultural support workers and/or translation services when necessary.
- Information may be provided in languages spoken locally to assist with communication.
- Additional support will be accessed for children with additional needs, including those from diverse cultural backgrounds, with high ongoing needs, and Aboriginal and Torres Strait Islander children.
- Educators will:
  - Discuss concerns with families.
  - Provide links to community services (Inclusion Support Agencies, Community Health Services, etc.).
  - Work with families, agencies and specialists to develop individual support plans.

## CONSIDERATIONS

Sources	Related Policies
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<ul style="list-style-type: none"> <li>• National Quality Framework: Quality Area 1, 4, 5, 6.</li> <li>• Education and Care Services National Regulations (73, 74, 75, 76, 155, 156, 168)</li> <li>• NSW Anti-Discrimination Act 1977</li> <li>• UN Convention on the Rights of the Child</li> <li>• My Time, Our Place: Framework for School Age Care in Australia</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Needs Policy</li> <li>• Behaviour Guidance Policy</li> <li>• Child Safe Environment Policy</li> <li>• Educational Program Policy</li> <li>• Interaction with Children, Family and Staff Policy</li> <li>• Privacy and Confidentiality Policy</li> </ul>
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Date of next review: 11/11/2025

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# **3. HEALTH, SAFETY, AND RISK MANAGEMENT POLICIES**

## 3.1 Supervision

### POLICY STATEMENT

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At Asquith Community After School Care Centre, we believe that the supervision of children in our care is of paramount importance. We hold a shared responsibility to protect the health, safety, and wellbeing of every child at all times. Children need safe, secure, and supportive environments in which to play, learn, and grow. Effective supervision is essential to creating these environments and ensuring children are protected from hazards or harm that may arise during their daily routines, interactions, and play experiences. It also enables educators to engage meaningfully with children, fostering relationships that support their development, learning, and wellbeing.

Asquith Community After School Care Centre is committed to:

- Complying with the Education and Care Services National Law and Regulations at all times.
- Ensuring children are actively supervised at all times, including during transitions and transport.
- Designing and arranging environments to support visibility and active supervision.
- Using supervision strategies to prevent or reduce injuries and incidents involving children and educators.
- Guiding educators to make informed decisions about when to intervene, redirect, or support children's play. Supporting educators in implementing effective and consistent supervision strategies. Recognising when additional supervision is needed for high-risk activities or when educator-to-child ratios must be increased.
- Ensuring no child is ever left alone with a visitor, volunteer, or student.

### PROCEDURE

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#### Supervisor Responsibilities:

The Nominated Supervisor will:

- **Compliance:** Ensure OSHC Service adherence to all requirements under the Education and Care Services National Law and Regulations, maintaining high safety standards and effective supervision.
- **Policy Awareness and Induction:** Ensure all educators, staff, students, volunteers, and visitors understand and adhere to the Supervision Policy. Provide policy copies to new staff, students, and volunteers during induction.
- **Environment and Supervision Planning:** Regularly conduct risk assessments and ensure premises and facilities support effective supervision. Develop, display, and periodically review a clear supervision plan for indoor and outdoor areas.
- **Incident Reporting and Notifications:** Notify the regulatory authority and parents within 24 hours of serious incidents involving children's health, safety, or wellbeing. Follow and report according to the Missing Child Procedure for unaccounted children.
- **Personnel Supervision:** Ensure educators under 18, students, volunteers, and visitors are never left alone with children. Verify educator qualifications and consistently maintain correct educator-to-child ratios, including the 1:15 ratio for school-aged children.
- **Active Supervision Practices:** Guide educators to actively supervise children by:

- Remaining aware of all children's whereabouts.
- Positioning strategically to maximize visibility.
- Moving throughout the space and avoiding backs turned to children.
- Avoiding distractions (e.g., phones, administrative tasks).
- Ensuring coverage by another educator when stepping away.
- **Risk Assessment and Excursions:** Conduct comprehensive risk assessments before excursions or transportation, determining adequate adult supervision.
- **Educator Support:** Mentor educators to apply effective supervision strategies, maintain flexibility for individual and small-group needs, and balance safety with respect for children's independence and privacy. Ensure educators are aware of all current supervision plans and risk assessments.

## Educator Responsibilities:

### Educators will:

- **Maintain Ratios:** Continuously monitor and adhere to required staff-to-child ratios as per Education and Care National Regulations.
- **Risk Assessment and Procedure:** Staff must be aware of the current supervision plan, supervision zoning map, and all risk assessment plans.
- **Duty of Care:** Understand and fulfill their duty of care, ensuring children remain within a safe environment at all times.
- **Communication and Collaboration:** Regularly communicate and collaborate with colleagues regarding supervision needs, individual children's requirements, and educator locations.
- **Continuous Supervision:** Alert colleagues when temporarily leaving an area (e.g., bathroom breaks, resource retrieval) to ensure uninterrupted supervision.
- **Implement Supervision Plan:** Adhere to and regularly evaluate a supervision plan detailing activity areas, play spaces, and nearest bathroom facilities for effective indoor and outdoor supervision.
- **Age-Appropriate Supervision:** Respect children's age and developmental independence, providing closer supervision for younger children.
- **Hygiene Practices:** Vigilantly supervise hygiene routines, including handwashing and proper cough/sneeze etiquette with disposable tissues.
- **Orientation for New Staff:** Inform new or relief educators clearly about their supervision responsibilities and expectations.
- **Missing Child Procedure:** Follow the Missing Child Procedure as detailed in the Incident, Injury, Trauma & Illness Policy.
- **Never Leave Unsupervised:** Ensure educators under 18 years old, students, volunteers, or visitors are never left alone with children.
- **Environment Safety:** Arrange environments balancing age, ability, and activity needs, with particular emphasis on playgrounds, risky play, and entry/exit doors during peak times.
- **Visual and Auditory Supervision:** Continuously scan, listen closely, and maintain children within sight or hearing at all times, especially during interactions with small groups.
- **Bathroom Supervision:** Children must always be appropriately supervised when using the bathroom. During excursions, an educator is required to accompany children to and from the bathroom to ensure their safety and wellbeing. Within the service, children may be accompanied by a responsible older child where appropriate and safe.

- **Children with additional needs** may require tailored support. In some cases, this may involve two educators assisting one child to ensure adequate supervision, support, and dignity. The level of assistance should be guided by each child's individual needs and support plan.
- **Hazard Prevention:** Keep hazardous materials and equipment securely inaccessible to children.
- **Activity Planning:** Organise a variety of activities to facilitate effective group supervision.
- **Transportation Supervision:** Provide vigilant supervision during transportation in accordance with the Safe Transportation and Road Safety Policies.
- **Child Accountability:** Regularly conduct attendance checks, headcounts, and document date and time to account for all children.

#### 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 helps educators supervise children effectively across all service areas (indoor, outdoor, sports fields, toilets). A clear zone map will show each educator's primary area, blind spots, and best vantage points for visibility and hearing. Educators may move within zones unless supervision requires otherwise.
- All educators will help create the zone map by assessing supervision needs. Each zone will have a duty list outlining responsibilities based on child numbers, activities, visibility, and hazards. Clear strategies will guide supervision during transitions and toilet visits.

#### 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 brings their own beliefs and understanding to the service. To ensure effective and consistent supervision, the team will regularly discuss and align their supervision practices and definitions. Safe supervision requires a shared agreement on how it is carried out.

## MINIMISING RISK:

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#### 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** involves educators closely observing and listening to children, assessing environmental risks, and effectively managing group dynamics and transitions. **Educators will:**

- Develop meaningful relationships with children to understand their individual abilities, interests, and behaviours.
- Establish clear, simple, and consistent rules and boundaries, ensuring children understand them and any associated procedures (e.g., buddy systems for toilet use).
- Regularly inspect environments to identify and manage hazards before and during children's play.
- Position strategically to maintain visual and auditory supervision of children at all times.
- Continuously scan and circulate through play areas to promptly identify and address potential risks or safety issues.
- Teach and encourage children to safely use equipment and navigate play spaces responsibly.
- Support children in recognizing safe and unsafe practices, empowering them to remind peers and seek adult assistance when necessary.

### Single Educator Practice (E.g. ESL room):

Services operating with a single educator must adapt supervision strategies due to the absence of colleague support.

#### Strategies may include:

- Keeping all children either indoors or outdoors simultaneously for effective visibility.
- Assigning age-appropriate responsibilities to older children to support younger peers.
- Advising families that discussions with educators might need rescheduling if it risks supervision effectiveness.

Management must recognise the unique challenges of single-staff models and ensure educators receive sufficient support and resources to maintain high supervision and safety standards.

### Supervision Outside of the Service

When transporting children to and from the service educators will:

- **Identify Hazards:** Assess and document potential risks when supervising children outside the service environment, such as during excursions, school drop-offs/pick-ups, or transitioning to extracurricular activities.
- **Risk Assessment:** Prepare written risk assessments for high-risk activities, including transportation by foot, bus, or other modes, clearly outlining supervision strategies.
- **Continuous Supervision:** Maintain vigilant supervision during off-site activities, ensuring children engage in safe and environment-appropriate play.
- **Missing Child Procedure:** Be familiar with and follow procedures promptly if a child fails to arrive at an expected location or is unaccounted for.

- **Bathroom and Attendance Checks:** Accompany children to public bathroom facilities where possible, conduct regular headcounts, and maintain accurate roll calls.

## Partnerships with Children

Our service actively involves children in creating rules and boundaries, enabling them to understand expectations and consequences clearly.

Educators will:

- Collaborate with children to establish rules, promoting understanding and accountability.
- Adapt supervision strategies based on the varying ages, developmental stages, and risk levels associated with different activities.
- Provide closer supervision for younger children or higher-risk activities, while respecting the independence and privacy of older children by allowing them to self-manage their play within established boundaries.
- Enhance children's play through active engagement, intervening only when necessary to ensure safety or manage identified risks.
- Build positive relationships through meaningful interactions, aligned with the service's values, to encourage positive behaviours and reduce challenges.

## CONSIDERATIONS

Sources	Related Policies
<ul style="list-style-type: none"> <li>• Education and Care Services National Law 2010 (51, 165, 166, 167, 170, 171).</li> <li>• Education and Care Services National Regulation 2011 (82, 83, 99, 100, 101, 102, 115, 123, 155, 168).</li> <li>• National Quality Standard 2012: Quality Area 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision Plan</li> <li>• Excursion Policy</li> <li>• Child Protection Policy</li> <li>• Delivery and Collection of Children Policy</li> <li>• Incident, Illness, Injury and Trauma Policy</li> <li>• Interactions with Children Policy</li> <li>• Providing a Child Safe Environment Policy</li> <li>• Risk Assessment Plan</li> </ul>

## REVISIONS:

Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

## 3.2 Diabetes Management

### POLICY STATEMENT:

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Asquith Community After School Care Centre aims 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.

Children diagnosed with diabetes will not be enrolled into the OOSH Service until the child's medical management plan is completed and signed by their medical practitioner or diabetes team and the relevant staff members have been trained on how to manage the individual child's diabetes. A risk minimisation and communication plan must be developed with parents/guardians to ensure risks are minimised and strategies developed for minimising any risk to the child.

### DIRECTIONS:

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#### Approved Provider / Nominated Supervisor / Responsible Person

The Approved Provider or Nominated Supervisor must ensure compliance with the **Education and Care Services National Law and Regulations**, and that all staff, educators, students, volunteers, and visitors are familiar with and follow this policy and the **Service's Medical Conditions and Administration of Medication Policies**.

As part of the enrolment process:

- Parents/guardians must disclose any medical condition, including diabetes.
- If a child has diabetes, a medical management plan completed by the child's diabetes team must be provided before commencement.
- Parents/guardians are given copies of all relevant policies.
- Families must supply all required monitoring equipment and prescribed medications.

The Nominated Supervisor must ensure:

- At least one educator with current ACECQA-approved first aid, asthma, and anaphylaxis training is present at all times.
- All educators renew first aid (every 3 years) and CPR (annually), as recommended best practice.
- A risk minimisation plan specific to the OSHC environment is developed with the family and includes known and common triggers.

The child's medical management plan must include:

- Daily and emergency diabetes care (e.g., blood glucose testing, insulin delivery, food management).
- Insulin storage and delivery method (injection, pump, or CGM).
- Any oral medication prescribed.
- Physical activity and excursion management.
- A recent photo of the child.

#### Additional obligations include:

- Displaying the child's plan in accessible yet discreet locations (with parental consent).
- Establishing a communication plan with staff and parents/guardians prior to the child starting.
- Including this policy in new staff inductions and ensuring all staff are trained to identify symptoms of diabetic emergencies.
- Ensuring a trained staff member is available to perform monitoring tasks and respond appropriately.
- Addressing safe insulin storage and sharps disposal.
- Considering and documenting any self-administration of medication/equipment, with approvals from all relevant parties.

#### During excursions/incursions:

- A trained staff member must carry the child's medical plan, monitoring equipment, prescribed medications, and hypo supplies.
- Risk assessments must be completed in line with Reg. 101.

#### Further responsibilities:

- Provide inclusive, safe participation for children with diabetes in all OSHC activities.
- Ensure meals and snacks align with the child's medical plan, with flexible eating times.
- Seek ongoing diabetes management support and resources (e.g., from Diabetes Australia).
- Apply for additional funding where needed.
- Notify the regulatory authority within 24 hours of any serious incident involving a child.

## Educators

Staff must read and follow the **Diabetes Management Policy**, **Medical Conditions Policy**, and **Administration of Medication Policy**. They must know which children are diagnosed with diabetes and be aware of the location of their medical management and risk minimisation plans, monitoring equipment, and prescribed medications.

#### Staff are expected to:

- Perform or support finger-prick blood glucose or urinalysis monitoring as required and respond according to the child's medical management plan.
- Communicate with parents/guardians as outlined in the child's communication plan.
- Promote full inclusion of children with diabetes in all OSHC programs and activities, ensuring no discrimination occurs.
- Follow the diabetes management strategies developed by the Service.
- Ensure the child's medical management plan is visible and accessible to all relevant staff.

#### On excursions or events outside the Service:

- Take all relevant medical plans, equipment, and prescribed medications.
- Ensure supplies include insulin administration tools, carbohydrate/hypo foods, and back-up items in case of delays.

#### Staff must also:

- Recognise and respond to diabetic emergencies as per the management/action plan.
- Ensure only trained and qualified educators administer medication in line with policies.
- Record medication administration accurately.

- Monitor and minimise known triggers, increase supervision during high-risk activities (e.g., excursions, parties), and track medication expiry dates.
- Know the location of hypo treatments such as glucose tablets and jellybeans.

## Families

Families must, during enrolment, provide details of their child's diabetes condition, including treatment, medications, and known triggers. A diabetes medical management plan completed by the child's diabetes team (paediatrician, GP, and diabetes educator) must be submitted before the child begins at the Service. If the child is over preschool age and self-administers medication, written authorisation is required.

### Families must also:

- Collaborate with the nominated supervisor and staff to develop a risk minimisation plan and a communication plan.
- Provide all required monitoring equipment and a constant supply of emergency insulin as outlined in the management plan.

Any changes to the child's medical condition must be communicated in writing (via email or Notification of Changed Medical Status form), with an updated medical plan if applicable. Ongoing communication with staff is essential, and it is recommended that the risk minimisation plan be reviewed annually with service staff.

## Diabetic Emergency:

A diabetic emergency may result from too much or too little insulin in the blood. There are two types of diabetic emergency.

- a) Very low blood sugar (hypoglycaemia, usually due to excessive insulin), and
- b) Very high blood sugar (hyperglycaemia, due to insufficient insulin).

The more common emergency is hypoglycaemia. This can result from:

- Too much insulin or other medication
- Not having eaten enough carbohydrate or other correct food
- A meal or snack has been delayed or missed
- Unaccustomed or unplanned physical exercise or
- The young person has been more stressed or excited than usual

If a child suffers from a diabetic emergency the Service and staff will:

- Always provide adult supervision
- Follow the child's diabetic medical management /action plan
- If the child does not respond to steps within the diabetic medical management/action plan, immediately dial 000 for an ambulance
- Continue first aid measures and follow instructions provided by emergency services
- Contact the parent/guardian when practicable
- Contact the emergency contact if the parents or guardian can't be contacted when practicable
- Notify the regulatory authority within 24 hours

## Reporting Procedures:

Any incident involving serious illness of a child which requires urgent medical attention or hospitalisation is regarded as a serious incident.

The following is required:

- Staff members involved in the situation are to complete an Incident, Injury, Trauma and Illness Record which will be countersigned by the Nominated Supervisor of the Service at the time of the incident.
- Ensure the parent or guardian signs the Incident, Injury, Trauma and Illness Record.
- If necessary, a copy of the completed form will be sent to the insurance company.
- A copy of the Incident, Injury, Trauma and Illness Record will be placed in the child's file.
- The nominated supervisor will inform the Service management about the incident.
- The nominated supervisor or the approved provider will inform the regulatory authority of the incident within 24 hours as per regulations.
- Staff will be debriefed after each incident and the child's individual medical management plan and risk minimisation plan evaluated, including a discussion of the effectiveness of the procedure used.

## CONSIDERATIONS

Sources	Related Policies
<ul style="list-style-type: none"> <li>• National Quality Standard 2012: Quality Area 2.</li> <li>• Education and care services national law and national regulationsS (165, 16, 172, 12, 86, 87, 89, 90, 90(1)(iv), 91, 92, 93, 94, 95, 96, 136, 162, 168, 170, 175)</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptance and Refusal of Authorisations Policy</li> <li>• Administration of First aid Policy</li> <li>• Administration of Medication Policy</li> <li>• Excursion/ Incursion Policy</li> <li>• Enrolment Policy</li> <li>• Family Communication Policy</li> <li>• Incident, Injury, Trauma and Illness Policy</li> <li>• Medical Conditions Policy</li> <li>• Nutrition Food Safety Policy</li> <li>• Privacy and Confidentiality Policy</li> <li>• Supervision Policy</li> </ul>

## REVISIONS:

Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

## 3.3 UV/Sun Safety

### POLICY STATEMENT:

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Asquith Community After School Care Centre is committed to protecting children from harmful UV exposure while supporting healthy vitamin D levels. We take a balanced, sensible approach to sun safety by encouraging children to take responsibility for their own wellbeing ("My Time, Our Place" Outcome 3).

We recognise that UV radiation, while the main cause of skin cancer, is also the best source of vitamin D. As such, when the UV index is 3 or above, we implement protective measures including sun-safe clothing, hats, sunscreen, and shade.

Educators will model sun-safe behaviours and teach children to understand UV risks, empowering them to monitor and manage their own sun protection through daily routines and leadership opportunities ("My Time, Our Place" Outcomes 2, 4 & 5).

### DIRECTIONS:

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#### 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 daylight 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 is 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.

## Sun Protection Times – NSW

UV levels vary across Australia and throughout the year. There may be times UV levels are three and above outside these periods. Please check the daily local sun protection times and UV levels to be sure you are using sun protection when it is required for your location.

NSW: Check the UV index/forecast at your location. Active outdoor play is encouraged throughout the day all year provided appropriate sun protection measures are used when necessary.

## CONSIDERATIONS:

Sources	Related Policies
<ul style="list-style-type: none"> <li>• National Quality Standard: Quality Area 2: Children's Health And Safety</li> <li>• National Quality Standard Quality Area 3: Physical Environment</li> <li>• Education And Care Services National Law And National Regulations (167, 100, 113, 114, 136, 168, 168(2)(a)(ii), 170, and 171)</li> </ul>	<ul style="list-style-type: none"> <li>• Administration of First Aid Policy</li> <li>• Bush Fire Policy</li> <li>• Emergency and Evacuation Policy</li> <li>• Enrolment Policy</li> <li>• Excursion/Incursion Policy</li> <li>• Health and Safety Policy</li> <li>• Physical Environment Policy</li> <li>• Supervision Policy</li> <li>• Water Safety Policy</li> </ul>

## REVISIONS:

Date of next review: 11/11/2025

Date	Reviewer	Approved by
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## 3.4 Water Safety

### POLICY STATEMENT:

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Asquith Community After School Care Centre recognises the importance of safe water use in our service. We are committed to planning experiences with appropriate challenges where children can explore and take risks safely, including water-based activities in both indoor and outdoor environments and on excursions. The safety and supervision of children are paramount in and around water, and we follow strict procedures to ensure water is used hygienically and responsibly.

### DIRECTIONS:

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#### Supervision and Risk Management

- Children will be supervised at all times during water play, near bodies of water, and in all water-related activities.
- Risk assessments will be completed for all water-based excursions.
- Adequate supervision must consider:
  - Number, age, ability, and current activity of children.
  - Positioning and experience of educators.
  - Environmental risks and accessibility.
  - Visibility of play areas.

#### Water Play and Storage:

- All water for play will be assessed for hygiene before use.
- Water troughs/containers will be filled to safe levels and supervised at all times.
- After use, water will be emptied into gardens and containers turned over or packed away.
- Buckets for cleaning or handwashing will not be left unattended and must be emptied immediately after use.
- Children will not drink from water play containers.

#### Water Safety on Excursions:

- Risk assessments are mandatory for excursions near any bodies of water.
- Water-based locations include pools, ponds, rivers, lakes, beaches, creeks, and any container capable of holding 5 cm or more of water.
- Please refer to the Excursion Policy for further guidance.

#### Sun Safety During Water Activities:

- Children must wear sun smart clothing (e.g., hats, collared shirts).
- Staff will model sun safety by seeking shade and wearing sunglasses.

#### Hazard Inspection and Response:

- Daily checks will ensure no water containers or hazards are left in outdoor areas.
- After rain, play areas will be inspected for pooling water.

- Identified hazards will be risk assessed, and children will be excluded until resolved.
- Children will be instructed in the safe use of water-based equipment such as slip and slides or water guns.

### Hygiene Practices:

- Wading pools must be cleaned and disinfected daily:
  - Remove debris, scrub with disinfectant, rinse, and add chlorine.
  - Monitor chlorine levels and exclude unwell children.
  - Disinfect immediately if contamination occurs.

### Drinking and Hot Water Safety:

- Drinking water will be hygienically stored and accessible.
- Water tanks will be labelled “Do Not Drink” and supervised when accessed.
- Hot water accessible to children must not exceed 45°C.
- Hot drinks must not be consumed near children.

### Emergency and Incident Management:

- Serious incidents involving water must be reported to families within 24 hours and documented.
- Notify regulatory authority within 24 hours if the incident involves ambulance attendance or presents significant risk.
- Emergency procedures will be followed in all serious incidents.

### CONSIDERATIONS:

Sources	Related Policies
<ul style="list-style-type: none"> <li>• National Quality Standard Quality Area 2: Children's Health And Safety</li> <li>• Education And Care Services National Law And National Regulations (165, S. 167, 12, 101, 115, 122, 168(2)(a)(iii), 170, 176, and 345)</li> </ul>	<ul style="list-style-type: none"> <li>• Administration of First Aid Policy</li> <li>• Child Safe Environment Policy</li> <li>• Educational Program Policy</li> <li>• Excursion/Incursion Policy</li> <li>• Health and Safety Policy</li> <li>• Incident, Injury, Trauma and Illness Policy</li> <li>• Physical Environment Policy</li> <li>• Sun Safe Policy</li> <li>• Supervision Policy</li> </ul>

### REVISIONS:

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## 3.5 Asthma & Anaphylaxis Management Plan

### POLICY STATEMENT:

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Our OSHC Service follows national regulations by maintaining clear policies for managing asthma and anaphylaxis. We are committed to providing a safe, inclusive environment where all children, including those with medical conditions, can fully participate. Staff, educators, and volunteers must follow this policy and individual medical plans. We aim to be both Asthma Friendly and Anaphylaxis Aware, guided by Asthma Australia and ASCIA.

### DIRECTIONS:

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#### Duty of Care:

Our OSHC Service has a legal responsibility to take reasonable steps to meet the health needs of all children.

This includes:

- Providing a safe environment free from foreseeable harm.
- Maintaining adequate supervision at all times.
- Ensuring staff are informed and equipped to manage asthma and anaphylaxis.

#### Key Commitments:

- Ensure that at least one staff member on duty at all times holds current ACECQA-approved Emergency Asthma Management and Anaphylaxis Management certification.
- Emergency Asthma Kits (AEKs) and Anaphylaxis Kits must be clearly labeled, stored in an unlocked and easily accessible location, and checked regularly for expiry dates.
- Asthma First Aid and ASCIA Action Plan posters must be displayed in key staff-accessible areas.
- Families must provide signed medical management plans, reliever medication (including spacers), and adrenaline auto-injectors (e.g., EpiPens) before their child starts at the service.
- No child will be permitted to attend unless the required plans and medications are in place.

#### Approved Provider and Nominated Supervisor Responsibilities:

- Ensure compliance with Education and Care Services National Law and National Regulations.
- Ensure all staff, students, and volunteers are aware of and adhere to this policy.
- Require all families to disclose medical conditions during enrolment.
- Require a current, signed medical management plan from a registered medical practitioner.
- Provide families with copies of the Medical Conditions, Asthma Management, Anaphylaxis, and Administration of Medication policies.
- Seek written authorisation to administer emergency medication.

- Ensure all staff:
  - Hold current ACECQA-approved first aid qualifications.
  - Have completed asthma and anaphylaxis training within the recommended renewal cycles.
  - Are aware of each child's medical condition, plan, and medication storage location.
  - Can identify and minimise asthma and anaphylaxis triggers.
- Ensure risk assessments for excursions include medical needs and that asthma and anaphylaxis plans and medications are taken on all outings.
- Ensure an Administration of Medication Record is maintained.
- Store children's asthma/anaphylaxis plans in the enrolment record and in staff-accessible but private areas.
- Collaborate with families to implement communication and risk minimisation plans.
- Ensure regular inventory checks of emergency kits and replace expired medication immediately.
- Ensure spacers and single-use components are cleaned or replaced after use.

#### **Educator Responsibilities:**

- Read and comply with this policy and related medical condition policies.
- Know which children have asthma/anaphylaxis, where their plans and medication are stored.
- Identify and minimise exposure to known triggers.
- Take medication and action plans on all excursions and emergency evacuations.
- Administer medication in accordance with the child's medical plan.
- Record any asthma or anaphylactic incidents using the Incident, Injury, Trauma, and Illness Record.
- Debrief after any emergency and contribute to evaluating the effectiveness of the plan.
- Ensure that children with self-administration permission are competent and monitored, and that documentation is up to date.
- Ensure children are not discriminated against and participate fully in activities.

#### **Family Responsibilities:**

- Inform the service upon enrolment or diagnosis if their child has asthma or is at risk of anaphylaxis.
- Read and understand this policy.
- Provide a signed and updated medical management plan.
- Provide the necessary medication and equipment (e.g., spacer, EpiPen).
- Provide written consent for medication administration, including self-administration where applicable.
- Collaborate on developing a risk minimisation and communication plan.
- Update the medical management plan annually or as changes occur.
- Notify the service in writing of any changes and provide updated plans and medication.

- Support their child's understanding of their condition and encourage them to communicate symptoms.

**If a Child Suffers from an Asthma or Anaphylaxis Emergency:**

- Follow the child's individual medical management plan.
- If there is no response to the plan or symptoms escalate, call 000 immediately.
- Continue first aid until emergency services arrive.
- Contact the parent/guardian or emergency contact.
- Administer reliever or adrenaline as per the emergency plan.

**Reporting Procedures:**

- All serious medical incidents must be recorded in the Incident, Injury, Trauma and Illness Record.
- The incident must be signed by the parent/guardian and Nominated Supervisor.
- The Regulatory Authority must be notified via the NQA ITS within 24 hours.
- A copy of the incident must be stored in the child's record.
- Staff involved will be debriefed.
- The service will evaluate and update the medical management and risk minimisation plans as necessary.

**CONSIDERATIONS:**

Sources	Related Policies
<ul style="list-style-type: none"> <li>• Quality Area 2: Children's Health And Safety</li> <li>• Education And Care Services National Law And National Regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Administration of First Aid Policy</li> <li>• Administration of Medication Policy</li> <li>• Excursion/ Incursion Policy</li> <li>• Enrolment Policy</li> <li>• Family Communication Policy</li> <li>• Handwashing Policy</li> <li>• Incident, Injury, Trauma and Illness Policy</li> <li>• Medical Conditions Policy</li> <li>• Privacy and Confidentiality Policy</li> <li>• Supervision Policy</li> </ul>

**REVISIONS:**

Date of next review: 11/11/2025

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## 3.6 Administration of First Aid

### POLICY STATEMENT:

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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. **This policy aims to support educators to:**

- Preserve life
- Ensure the environment is safe and other people are not in danger of becoming ill or injured
- Ensure that ill or injured persons are stabilised and comforted until medical assistance intervenes
- Relieve pain if possible
- Monitor ill or injured persons and promote recovery
- Provide immediate and effective first aid to children or adults
- Apply additional first aid if the condition does not improve

### DIRECTIONS:

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#### Staff Qualifications and Responsibilities:

- 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.
- Appointing a nominated First Aid Officer.
- Ensuring training details are recorded and maintained for each staff member.
- Staff must renew CPR every 12 months and refresh full first aid training every 3 years (best practice).

#### First Aid Equipment and Kit Requirements:

- A fully stocked and updated first aid kit will be kept in a designated secure place in the centre, accessible to educators and volunteers but inaccessible to children.
- A separate travelling first aid kit will be maintained and taken on all excursions and outdoor activities.

### The first aid kit/centre will:

- Contain the minimum equipment suggested by the Red Cross or St John's Ambulance.
- Include a first aid manual.
- Have a cold pack in the freezer for treatment of bruises and swelling.
- Display a white cross on a green background with "First Aid" clearly marked.
- Be constructed of resistant, dustproof material, and capable of being sealed.
- Include emergency contact numbers and photographs of qualified staff.
- Be provided in every area that is being used and on excursions.
- Not contain paracetamol.
- Be checked monthly using a checklist, with expired contents replaced.
- Be documented and signed off by the First Aid Officer.

### First Aid Administration

- Qualified first aiders will administer first aid in minor accidents or stabilise a victim until professional help arrives in more serious incidents.
- Disposable gloves must be worn when in contact with blood or bodily fluids.
- All such fluids must be cleaned up and disposed of per the Infectious Diseases Policy.
- Hands must be washed thoroughly after any contact.
- First aid must be administered while maintaining supervision of all children.

### Emergency Situations

- Emergency phone numbers (local doctor, poisons centre, 000) must be displayed near phones.
- The educator administering first aid must stay with the patient until emergency services or the parent arrives.
- A second educator will place emergency calls.
- Resuscitation flow charts will be displayed in prominent indoor and outdoor areas.

### Incident Recording and Notification

All incidents involving first aid must be documented in 1Place, including:

- Name and age of child
- Date, time, and location of the incident
- Description of injury and how it occurred
- Treatment given and name of the first aid officer
- Details of any medical personnel contacted
- Name and contact of parents/emergency contacts notified
- Signature of reporting educator and the Nominated Supervisor
- Parents will be notified via phone (if appropriate) or on arrival, no later than 24 hours after the incident.
- A digital record will be emailed via 1Place, and a parental signature will be obtained as soon as possible.

## Head Injury Protocol

- All head knocks are treated seriously and require assessment by a doctor.
- First Aid Officer to assess and provide initial care.
- Parents/guardians must be contacted.

### Emergency services will be contacted if the child:

- Has a high-speed injury or falls from height.
- Loses consciousness.
- Vomits multiple times or appears unwell post-injury.

## Notification to Regulatory Authority

- The Nominated Supervisor must notify the Regulatory Authority within 24 hours of any serious incident. Staff involved will be offered debriefing and support.

## Roles and Responsibilities

### Approved Provider / Nominated Supervisor / Management

- Ensure policy is followed and regulations are met.
- Provide induction and ongoing training on first aid requirements.
- Ensure parent consents are gathered and maintained.
- Ensure access to qualified staff and equipment at all times.
- Conduct risk assessments for excursions and transport.
- Communicate updates in procedures to staff and families.

### Educators

- Administer first aid in accordance with training and policy.
- Maintain relevant qualifications.
- Record all incidents accurately and inform families appropriately.
- Provide appropriate supervision while administering care.
- Identify and report any hazards or risks.

### Families

- Provide all medical and emergency information as required.
- Sign incident reports when informed of accidents.
- Notify staff of any health updates for their child.
- Provide consent for administration of first aid and seeking medical treatment.

## Incident, Injury, Trauma and Illness Record

- Name and age of the child
- Circumstances (including symptoms)
- Date and time
- Action taken (medication/first aid/medical contact)
- Witness details
- Notifications made (person/time/date)
- Signature of person reporting and Nominated Supervisor

## CONSIDERATIONS:

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Sources	Related Policies
<ul style="list-style-type: none"><li>• Education and Care Services National Regulations: Regs 12, 87, 89, 102B, 102D, 136, 161, 176</li><li>• National Quality Standard 2012: Quality Area 2</li><li>• Safe Work Australia Guidelines</li><li>• My Time Our Place Framework</li></ul>	<ul style="list-style-type: none"><li>• Incident, Injury, Trauma and Illness Policy</li><li>• Medical Conditions Policy</li><li>• Enrolment Policy</li><li>• Infectious Diseases Policy</li><li>• Supervision Policy</li></ul>

## REVISIONS:

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Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

## 3.7 Administration of Medication and Medical Conditions

### POLICY STATEMENT:

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At Asquith Community After School Care Centre, we are committed to ensuring the safe administration of medication to children in our care. We will work closely with families to ensure that medications are given accurately and in accordance with legal and health requirements. Parents must provide written authorisation and medications in their original packaging. Our educators will follow strict procedures to ensure the safety and well-being of each child, including managing medical needs and responding to emergencies. This policy will be regularly reviewed to ensure compliance with all relevant regulations.

### DIRECTIONS:

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#### Families' Responsibilities

Families requesting medication administration for their child must follow the OSHC Service's medication guidelines to ensure the safety of children and educators. The service will adhere to legislative guidelines and Education and Care Services National Regulations to ensure the health and wellbeing of children, families, and educators at all times. Families must provide a medical management plan for children with diagnosed health needs, allergies, or relevant medical conditions prior to enrolment and update it regularly.

For children with specific health conditions, a risk minimisation plan and communication plan will be developed with the parents/guardians. Medication is defined within the Therapeutic Goods Act 1989 and includes prescribed, over-the-counter, and complementary medicines.

Families are required to:

- Provide accurate health information and medical management plans for their child.
- Sign and complete the Administration of Medication Record.
- Update medical management plans and medication records regularly.
- Provide medications in original containers, clearly labeled with the child's name.
- Advise the service of any changes to the child's health or medication.  
Complete any required forms for administering non-prescription or herbal medications.

#### Responsibilities of the Approved Provider/Management/Nominated Supervisor

The Approved Provider/Management/Nominated Supervisor will ensure the following:

- Obligations under the Education and Care Services National Law and National Regulations are met.
- Educators and staff are familiar with and follow this policy and procedure.
- All new employees receive a copy of the Medical Conditions Policy and Administration of Medication Policy as part of their induction.
- Children with specific health needs or medical conditions have an updated medical management plan with prescribed medication and dosage.
- Medication is only administered with written authority from a parent or guardian.

- Prescribed and over-the-counter medications must meet specific guidelines.
- The Administration of Medication Record is completed by the parent/guardian.
- Medication must be handed directly to an educator, not left in the child's bag or locker.
- Written and verbal notifications will be provided to parents if medication is administered in an emergency.
- Medication records are stored securely and confidentially.
- Educators receive relevant training on medical conditions and medication administration.

## Educators' Responsibilities

Educators will ensure the following:

- Medication is not administered without written authorisation from a parent or guardian, except in an emergency.
- Medications are stored safely and securely, following specific storage guidelines.
- Two educators, one with First Aid qualifications, must witness medication administration.
- Hand-washing procedures are followed before and after administering medication.
- Any concerns regarding medication safety are discussed with management.
- A record of the medication administration is completed accurately.
- In cases of refusal to take medication, educators will contact parents or guardians.
- Post-administration, educators will observe the child for side effects.

## Self-Administration of Medication

Children over preschool age may self-administer medication under specific conditions:

- Written authorisation from a parent or guardian.
- Medication is safely stored and supervised by an educator.
- An Administration of Medication Record is completed for self-administered medications.

## Emergency Administration of Medication

In an emergency, medication may be administered without prior authorisation, but attempts to contact the parent or guardian will be made. If not reachable, a registered medical practitioner or emergency services will be contacted. The regulatory authority will be notified if urgent medical attention or hospitalisation occurs.

## Emergency Involving Anaphylaxis or Asthma

In case of anaphylaxis or asthma emergency, medication will be administered as per the child's action plan. The child will be supervised by trained educators and emergency services will be contacted if needed.

## CONSIDERATIONS:

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Sources	Related Policies
<ul style="list-style-type: none"><li>• Education and Care Services National Regulations: Regs 12, 87, 89, 102B, 102D, 136, 161, 176</li><li>• National Quality Standard 2012: Quality Area 2</li><li>• Safe Work Australia Guidelines</li><li>• My Time Our Place Framework</li></ul>	<ul style="list-style-type: none"><li>• Incident, Injury, Trauma and Illness Policy</li><li>• Medical Conditions Policy</li><li>• Enrolment Policy</li><li>• Infectious Diseases Policy</li><li>• Supervision Policy</li></ul>

## REVISIONS:

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Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

## 3.8 Emergency and Evacuation

### POLICY STATEMENT:

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Asquith Community After School Care Centre will provide an environment that provides for the safety and wellbeing of the children at all times. 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. 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.

### Implementation:

We define an emergency as an unplanned, sudden or unexpected event or situation that requires immediate action to prevent harm, injury, or illness to persons, or damage to the OSHC Service's premises. Emergency situations may pose a risk to an individual's health and safety. It is important that services identify potential emergencies that may be specific to their location and environment. Severe heat or heatwaves, also pose an immediate risk to young children and require risk mitigation strategies to be implemented. [See: Sun Safety Policy].

An emergency is any event, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of children at the service. (Guide to the NQF)

Circumstances under which an emergency evacuation will occur may include:

- Fire within the building or playground.
- Fire in the surrounding area where the OSHC Service may be in danger.
- Flood.
- Cyclone, severe storm or dust storm or other natural weather event.
- Dangerous animal, insect or reptile.
- Terrorist threat.
- Other circumstances may include: gas explosion, traffic accident, or any event which could render the building unsafe (eg: earthquake).

The approved provider, in conjunction with educators of the OSHC Service, will conduct a comprehensive risk assessment in order to identify any risk/s or hazards associated with potential emergencies that may affect the safe evacuation of children from the OSHC Service.

The risk assessment will be reviewed at least annually or after being aware of an incident or circumstance that may affect the safe evacuation of children. All risk assessments will be regularly assessed and evaluated to facilitate continuous improvement in our OSHC Service. If a risk concerning the safe evacuation of a child is identified during the risk assessment, the approved provider must update the Emergency and Evacuation Policy and procedure as soon as possible. The risk assessment is to be stored safely and securely and kept for a period of 3 years.

## DIRECTIONS:

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- 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 the date, time and length of time it took to leave the 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.

### 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 the 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/Supervisor 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

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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 areas that are 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:

Sources	Related Policies
<ul style="list-style-type: none"> <li>• National Quality Standard: Quality Area 2 &amp; 7</li> <li>• Education And Care Services National Law And National Regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptance and Refusal Authorisation Policy</li> <li>• Administration of First Aid Policy</li> <li>• Bush Fire Policy</li> <li>• Child Safe Environment Policy</li> <li>• Delivery of Children to, and collection from</li> <li>• Education and Care Service Premises</li> <li>• Enrolment Policy</li> <li>• Family Communication Policy</li> <li>• Health and Safety Policy</li> <li>• Incident, Injury, Trauma and Illness Policy</li> <li>• Lockdown Policy</li> <li>• Sun Safety Policy</li> <li>• Supervision Policy</li> </ul>

## REVISIONS:

Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

## 3.9 Bush Fire

### POLICY STATEMENT:

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Asquith Community After School Care Centre is committed to keeping children, families, staff, and visitors safe during bushfire emergencies. We follow national regulations and guidance from emergency authorities to prepare for, respond to, and recover from bushfire risks. This includes maintaining an up-to-date Emergency Management Plan, running regular drills, ensuring fire safety equipment is in place, and using the Australian Fire Danger Rating System to guide decisions. Our focus is on proactive planning and clear communication to ensure everyone's safety.

### DIRECTIONS:

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#### Preparation (Before Bushfire Season)

- Conduct an annual bushfire risk assessment, identifying all potential hazards and determining the Service's risk profile.
- Review and update the Emergency Management Plan (EMP) to ensure inclusion of bushfire-specific procedures, onsite and offsite evacuation routes, and shelter-in-place arrangements.
- Train all staff on bushfire awareness, safe evacuation, fire equipment use, and emergency communication strategies.
- Ensure all fire safety equipment (e.g., extinguishers, hoses, smoke detectors, alarms) is installed, maintained, and easily accessible with appropriate signage.
- Clear gutters, roofs, and grounds of flammable materials; ensure trees and vegetation are trimmed, and driveways are accessible for emergency vehicles.
- Establish and maintain a clearly signed evacuation assembly area and prepare an evacuation kit (first aid, emergency contacts, battery radio, water, etc.).
- Display emergency evacuation floor plans prominently near each exit.
- Ensure visitor and contractor induction includes bushfire emergency awareness.

#### Monitoring and Daily Management

- Monitor daily AFDRS ratings via official sources (Bureau of Meteorology and NSW RFS).
- Install and regularly check the Hazards Near Me app on designated mobile devices.
- Check for Total Fire Bans and be aware of any local alerts or school site closures.
- Communicate bushfire conditions and any planned changes to operations with families and staff.

#### Bushfire Response Activation

##### On days of Catastrophic Fire Danger Rating:

- Close the Service and notify all families, staff, and the Regulatory Authority.
- Cancel all excursions and outdoor activities.

##### If fire is in the local district:

- Initiate shelter-in-place or offsite evacuation depending on proximity and direction of the fire.

- Activate the Incident Management Team (IMT) roles.
- Use the battery-operated radio for updates if internet/phone service fails.
- Contact emergency services and notify the Regulatory Authority if evacuation occurs.
- Ensure accurate attendance records are carried and used to account for all children and staff.

## During Emergency Evacuation

- Collect emergency backpack, medication, emergency contact lists, and ensure headcounts are completed.
- Escort children to designated assembly areas or offsite locations as outlined in the EMP.
- Use designated communication methods to inform families of evacuation and child pick-up locations.
- Maintain calm and support the emotional needs of children during the process.

## Recovery and Review

- Reopen the Service only when authorised by emergency services and conditions are safe.
- Inspect facilities and equipment for damage or hazards before resuming normal operations.
- Debrief with staff and children, and provide emotional support as needed.
- Notify the Regulatory Authority of any significant incident or closure via NQA ITS within 24 hours.
- Conduct a post-incident review with emergency services if possible, to improve future response.
- Update the EMP, policies, and training materials based on lessons learned.

## CONSIDERATIONS:

Sources	Related Policies
<ul style="list-style-type: none"> <li>• National Quality Standard: Quality Area 2 &amp; 7</li> <li>• Education And Care Services National Law And National Regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Administration of First Aid Policy</li> <li>• Emergency and Evacuation Policy</li> <li>• Health and Safety Policy</li> <li>• Supervision Policy</li> <li>• Work Health and Safety Policy</li> </ul>

## REVISIONS:

Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

## 3.10 Safe Storage of Hazardous Chemicals

### POLICY STATEMENT:

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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.

### DIRECTIONS:

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Approved Provider/Nominated Supervisor/Management Will Ensure:

- Educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy.
- Families are aware of this Safe Storage of Hazardous Chemicals Policy.
- That every practical measure is taken to protect children being educated and cared for by the Service from harm and any hazard likely to cause injury (National Law – S. 167).
- A smoke free environment is provided to children, staff, families and visitors at all times.
- All dangerous goods and hazardous substances are identified within the Service and included in the chemical register.
- The Poison Information Hotline number is clearly displayed near the First Aid Kit/ in each room.
- A risk assessment has been conducted in consultation with the Health and Safety Representative prior to using any potentially dangerous or hazardous substance.
- Educators adhere to the Service procedures for dealing with and handling chemicals.
- Safety Data Sheets (SDS) and the Chemical Register is readily available and regularly updated.
- Appropriate training and Personal Protective Equipment (PPE) is provided for employees who may be exposed to dangerous goods and/or hazardous substances.
- Relevant signage is displayed highlighting the hazardous nature of chemicals used or stored in the Service (e.g., Caution- Chemical Storage Area; Danger; Hazardous Chemicals).
- Laundry facilities are located and maintained in a way that prevents unsupervised access by children.
- All products/chemicals used for laundry purposes are locked in a cupboard inaccessible to children.
- There are emergency procedures and practices for accidental spills and/or contamination and corresponding first aid plans for all dangerous goods handled and stored in the Service.
- Action is taken to remove any pests or vermin by a licensed exterminator, who will provide the Service with a certificate of currency. Initially, using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-toxic products will be implemented.
- At least one educator/staff member is in attendance on the premises with ACECQA approved first aid qualifications at all times.

- All staff, students and visitors are made aware of correct storage and usage procedures for potentially hazardous materials during their initial orientation at the Service.
- There are appropriate and lockable storage facilities in the Service in which dangerous products are stored.
- Lockable storage facilities are clearly marked with signage to indicate chemicals/hazardous materials.
- Dangerous products will be stored in areas of the OSHC Service that are not accessible to children or in cupboards fitted with key or childproof locks.
- A hazardous substances register is used and regularly updated.
- A risk assessment for any dangerous materials stored in bulk within the education and care premises has been carried out and is regularly updated.
- Safety Data Sheets (SDS) are maintained at the Service. Safety Data Sheets must be kept on all chemicals used on the premises. Work Health and Safety (WH&S) officers are to keep this information up to date at all times, with a review of the folder annually. No SDS is to be more than 5 years old.
- Chemicals in spray bottles are clearly labelled with contents and are not used with children in the immediate vicinity.
- In the event of any incident involving accidental exposure to chemicals or other hazards or incident involving possible poisoning, an Incident, Injury, Trauma and Illness Record will be completed.
- If a serious incident occurs involving the need for medical intervention or emergency services, notification is made to the regulatory authority within 24 hours.

### Educators Will:

- Seek medical advice if needed by contacting the Poisons Information Hotline (13 11 26) or by calling 000.
- Wear Personal Protective Equipment (PPE) when handling dangerous substances or materials.
- Not use spray bottles containing chemicals in the immediate vicinity of any child or children.
- Read the label before using any cleaning material, sprays or chemicals and strictly adhere to the 'Directions for use' and be aware of appropriate first aid measures.
- Store all dangerous products in well-labelled and original containers that preferably have child resistant lids and caps in a secure and locked place/cupboard, inaccessible to children.
- Ensure all chemicals and cleaning products are returned to their designated location immediately upon completion of cleaning tasks.
- Ensure laundry facilities have lockable cupboards for cleaning products/detergents.
- Not mix cleaning products as there is the potential for harmful chemical reactions to occur endangering all persons on the premises.
- Dispose of all products safely, in accordance with the manufacturer's instructions on the product label, Work Health and Safety regulations, and Council by-laws.
- Be encouraged to attend professional development sessions to maximise their awareness of dangerous products and potential hazards.
- Source chemical free methods to reduce possible hazards in the OSHC Service.
- Ensure cleaning and hazardous products are not stored close to food products.

- Consider minimising the use of dangerous products in the education and care service and use alternate 'green cleaning' options.
- Complete daily and quarterly WHS checklists to ensure that any dangerous products used within the Service have current Safety Data Sheets (SDS) and are stored appropriately.
- Only administer children's medications or allow self-medication with parent/guardian authorisation and in accordance with medical directions (see Administration of Medication Policy).
- Ensure medication is stored in an area inaccessible to children.
- Ensure any medications or dangerous substances that require refrigeration, be placed in a labelled childproof container, preferably in a separate compartment of the fridge.
- Keep all button batteries and all other batteries out of reach of children.
- Check that all remotes, toys and products containing button batteries have a screw to secure them.
- Dispose of or recycle used button batteries immediately at a battery disposal centre.
- In the event of any incident involving accidental exposure to chemicals or other hazards, complete an Incident, Injury, Trauma and Illness Record and provide it to the approved provider/nominated supervisor.

## Poisoning

- Many products and materials that are used and kept within an education and care service are potentially poisonous to children, especially young children. Poisonings can happen quickly, and toddlers are most at risk due to their tendency to put objects in their mouths. Educators must be aware of ensuring parents with toddlers visiting the OSHC service are adequately supervised at all times.
- Poisonous substances may include medication, household cleaners, garden products, paint, cosmetics, toiletries, chemicals, batteries and petroleum products. Our OSHC Service will ensure all items that may cause harm to children in our care, and children who may be visiting our service, are inaccessible. Staff will keep their personal items in a cupboard/locker which is inaccessible to children.  
Poisonous plants and trees can also cause safety risk to children and should be identified in any risk assessment conducted at the Service and risk mitigation strategies implemented including removal of any potentially dangerous/poisonous plants and trees. Our OSHC Service will display a notice detailing the Poison Information Hotline in visible positions within the Service premises.
- **POISON INFORMATION HOTLINE: 13 11 26**

## Additional Procedures

- 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 producers assist with new national quality standards QA2.1.3, QA2.3.2 QA3.3, QA3.3.1 Which also deal with the centre's 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 of initial orientation in the centre, of any potentially dangerous products, which may pose a danger to the children and where these are stored.
- All relief staff will also be made aware of the products and where they are stored.
- All potentially dangerous products such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, first aid equipment, and medications will be stored in the appropriate containers, clearly labelled, and stored in the designated secured area which is inaccessible to the children.
- Staff are responsible to ensure that these areas remain secure and do not inadvertently provide access to these items by the children.
- Cleaning and hazardous products should not be stored close to foodstuffs or where storage of these food products might contaminate foodstuffs.
- Staff should always read the label before use of any cleaning material, sprays or chemicals and be aware of appropriate first aid measures.

## CONSIDERATIONS:

Sources	Related Policies
<ul style="list-style-type: none"> <li>• Quality Area 2: Children's Health And Safety</li> <li>• Education And Care Services National Law And National Regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Administration of First Aid Policy</li> <li>• Administration of Medication Policy</li> <li>• Environmentally Responsible Policy</li> <li>• Health and Safety Policy</li> <li>• Incident, Injury, Trauma and Illness Policy</li> <li>• Work, Health, and Safety Policy</li> </ul>

## REVISIONS:

Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

# 3.11 Nutrition, Food, and Dietary Requirements

## POLICY STATEMENT

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Asquith Community After School Care Centre is committed to providing nutritious, high-quality food that supports children's healthy growth and follows Australian Dietary Guidelines. We create a relaxed, positive eating environment that respects each child's dietary, cultural, and family needs. Educators model healthy eating habits, and families are encouraged to share recipes and traditions to enrich children's food experiences.

We follow strict hygiene standards in food preparation and storage and aim to involve children in learning about growing and preparing food. Our service partners with families to promote nutrition education, recognizing that healthy habits formed early support lifelong wellbeing and reduce chronic health risks. This policy reflects our commitment to healthy food, education, and safe food handling at all times.

Our OSHC Service works with families and educators to promote good food practices in a relaxed, positive mealtime environment where educators engage meaningfully with children.

- Food is prepared following the Food Safety Program and complies with FSANZ and local regulations.
- All staff handling food are trained in food safety.
- A Food Safety Supervisor oversees food handling, with required training for all handlers.
- Records of food receiving, storage, processing, display, and transport are kept for at least 3 months.
- Compliance with the Food Standards Code and Food Act 2003 (Standard 3.2.2A) is maintained.

## DIRECTIONS:

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### Nutrition

Promote healthy food and drinks based on the Australian Guide to Healthy Eating and the Dietary Guidelines for Children and Adolescents.

### Our OSHC Service Will

#### Where Food is Provided by the OSHC Service

- Provide children with a wide variety of healthy and nutritious foods for meals and snacks including fruit and vegetables, wholegrain cereal products, dairy products, lean meats, and high protein alternatives.
- Plan and display the OSHC Service Menu Record (at least two weeks at a time) that is based on Australian Dietary Guidelines.
- Plan healthy snacks on the menu to complement what is served at mealtimes and ensure the snacks are substantial enough to meet the energy and nutrient needs of children.
- Vary the meals and snacks on the menu to keep children interested and to introduce children to a range of healthy food ideas.
- Regularly review the menu to ensure it meets best practice guidelines.
- Develop the menu in consultation with children, educators and families.

- Consult with health professionals to support the menu development including dietitians for children with special dietary requirements such as vegetarian and vegans.
- Celebrate diversity by valuing and including foods of different cultures.
- Respect and accommodate children's cultural or religious dietary practices as requested by families.

## Where Food is Brought from Home

- Provide information to families on the types of foods and drinks recommended for children and that are suitable for children's lunchboxes and after school snacks.
- Provide information to families on how to read the Nutritional Information Panel on food and drink labels.
- Provide space in a refrigerator to keep lunchboxes or insulated lunch bags to be stored.
- Ensure insulated lunchboxes are unzipped to allow cool air to circulate.
- Encourage children to eat the more nutritious foods provided such as sandwiches, fruit, cheese and yoghurt, before eating any less nutritious food provided.
- Strongly discourage the provision of highly processed snack foods high in fat, salt, and/or sugar, and low in essential nutrients in children's lunchboxes. Examples of these foods include sweet biscuits, some muesli bars, breakfast bars and fruit filled bars, and chips.
- Food items that should not be brought to the OSHC service include confectionery (lollies, sweets, chocolate, jelly), deep fried foods (chicken nuggets, fish fingers) and sugary drinks (cordial, energy drinks).

## The Approved Provider / Management / Nominated Supervisor Will

- Ensure educators and staff are aware of their responsibilities and obligations under the Education and Care Services National Law and National Regulations in relation to this policy and relevant procedures to ensure awareness of safe food handling practices while promoting healthy eating.
- Ensure new staff and educators are aware of food practices and procedures as outlined in this policy during induction and orientation.
- Ensure that a notice is displayed prominently in the main entrance of the OSHC Service stating that a child diagnosed at risk of anaphylaxis is being cared for or educated at the Service, and provide details of the allergen/s (Reg. 173(2)(f)) [note: this notice should not identify the child].
- Ensure water is readily available for children to drink.
- Ensure enrolment forms include information relating to child's food preferences, allergies, intolerances, cultural or religious considerations or medical conditions which involve food or food practices.
- Consult with families on enrolment to develop individual management plans, including completing Medical Risk Minimisation Plans for children with medical conditions involving food allergies, food intolerances and special dietary requirements as per Medical Conditions Policy.
- Ensure children's individual dietary requirements as per enrolment information or medical condition plans are communicated to all staff and food handlers.
- Ensure any changes to children's individual dietary requirements are recorded and communicated to all staff and food handlers.
- Appoint a Food Safety Supervisor to oversee food handlers.
- Ensure the Food Safety Supervisor holds a valid Food Safety Supervisor certificate and training.

- Ensure all staff handling food attend basic safe food handling training, including an appropriate Food Safety and Food Hygiene Certificate.
- Comply with Food Safety Standard 3.2.2A requirements.
- Keep an up-to-date Food Safety Certificate Register to provide evidence of safe food handling training for all food handlers.
- Keep records relating to receiving, storage, processing, displaying and transportation of food for a period of 3 months.
- Ensure the weekly menu is displayed in an accessible and prominent area for parents to view.
- Ensure the weekly menu is accurate and describes the food and beverages provided each day of the week.
- Ensure the menu is reviewed on a regular basis, every 6 months, and record amendments to the Service Menu Record.
- Encourage and provide opportunities for staff and educators to undertake regular professional development to maintain and enhance their knowledge about childhood nutrition and food safety practices.
- Ensure parents/guardians are notified as soon as practicable but within 24 hours if their child is involved in a serious incident/situation at the Service, and record details on the Incident, Injury, Trauma and Illness Record.
- Notify the regulatory authority of any serious incident or complaints alleging the safety, health or wellbeing of children has been compromised within 24 hours of the incident or when becoming aware of it.
- Conduct a review of practices following a serious incident, such as a food poisoning outbreak, including an assessment of areas for improvement.

## Educators / Food Handlers Will

- Ensure children remain seated while eating and drinking.
- Be aware of children with food allergies, food intolerances, and special dietary requirements and consult with families and management to ensure individual management plans are developed and implemented, including completing Medical Risk Minimisation Plans for children with medical conditions involving food as per Medical Conditions Policy.
- Supervise children whilst eating and drinking.
- Participate in regular professional development to maintain and enhance knowledge about childhood nutrition and food safety practices.
- Participate in safe food handling training on a regular basis, every 12 months, including the completion of an appropriate Food Safety and Food Hygiene Certificate (if required).
- Keep records relating to the safe handling of food, where required.
- Consult with children, families, educators and dietitians regarding the review of the Service Menu Record.
- Follow the Australian Dietary Guidelines for serving sizes and different types of food.
- Display nutritional information for families and keep them regularly updated.
- Ensure the weekly menu is displayed in an accessible and prominent area for parents to view.
- Ensure the weekly menu is accurate and describes the food and beverages provided each day of the week.
- Ensure food is presented attractively.

- Not allow food to be used as a form of punishment or to be used as a reward or bribe.
- Establish healthy eating habits in the children by incorporating nutritional information into our program.
- Encourage parents to the best of our ability to continue our healthy eating message in their homes.
- Encourage children to brush their teeth after breakfast at the OSHC Service, if possible, to promote good dental health.
- Ensure pets or animals are not present within the kitchen or food preparation areas.

## Food Hygiene

Food poisoning is caused by bacteria, viruses, or other toxins being present in food and can cause extremely unpleasant symptoms such as diarrhoea, vomiting, stomach cramps, and fevers (Foodsafety.gov, 2019). Our OSHC Service will strictly adhere to food hygiene standards to prevent the risk of food poisoning.

During warmer weather, the risk of foodborne illnesses increases. Our OSHC Service will strictly adhere to food hygiene standards to prevent the risk of food poisoning including:

- Maintaining proper temperature control for perishable foods.
- Ensuring refrigerators are set to recommended temperatures of 5°C or below, regularly monitoring and recording temperatures to guarantee food safety.
- Emphasising hand hygiene for staff and children and encouraging frequent handwashing before and after meals.
- Implementing food safety practices to minimise the risk of cross-contamination.
- Ensuring staff are aware of heightened increase in allergic reactions and maintain consistent allergen management.
- Considering the impact of the sun on food safety when eating meals outside.
- Using insulated containers to keep perishable food cool and avoiding leaving food exposed to direct sunlight.

## Buying and Transporting Food

Our OSHC Service will:

- Ensure food supplies have been ordered in a timely manner.
- Always check labels for the 'use by' and 'best before' dates.
- Avoid buying food items in damaged, swollen, leaking or dented packaging.
- Always check eggs within cartons; never buy dirty or cracked eggs.
- Never buy any food item if unsure about its quality.
- Record temperatures of foods upon delivery.
- Ensure fresh meat, chicken, or fish products cannot leak onto other food items.
- Ensure chilled, frozen, and hot food items are kept out of the 'danger zone' (5°C to 60°C) on the trip back to the Service by:
  - Selecting these items at the end of shopping.
  - Placing them in an insulated shopping bag or cooler.
  - Immediately unpacking and storing them upon return to the Service.

## Storing Food

Our OSHC Service will:

- Ensure the refrigerator and freezer have a thermometer and that the refrigerator is maintained at 5°C or below and the freezer is maintained at -17°C or below.
- Ensure fridge and freezer temperatures are checked and recorded daily
- Store raw foods below cooked foods in the refrigerator to avoid cross contamination by foods dripping onto other foods.
- Ensure fresh meat is not stored in the fridge for more than 3 days.
- Ensure that all foods stored in the refrigerator are stored in strong food-safe containers with either a tight-fitting lid, or tightly applied plastic wrap or foil.
- Ensure that all foods not stored in their original packaging are labelled with:
  - The name of the food.
  - The 'use by' date.
  - The date the food was opened.
  - Details of any allergens present in the food.
- Transfer the contents of opened cans into appropriate containers.
- Ensure all bottles and jars are refrigerated after opening.
- Place 'left-over' hot food in an appropriate sealed container in the refrigerator as soon as the steam has stopped rising. Food can be cooled quickly to this point by placing in smaller quantities in shallow containers, reducing the amount of time sitting in the 'danger zone'.
- Not reuse disposable containers (e.g., Chinese food containers).
- Store dry foods in labelled and sealed, air-tight containers if not in original packaging.
- Store dry foods in cupboards or, if in a walk-in pantry, on shelving no lower than 30cm from the floor.
- Not place anything on the floor of a walk-in pantry (as containers of any type create easy access to shelves for mice and rats).
- Store bulk dry foods only in food-safe and airtight containers.
- Use the FIFO (First In, First Out) rule for all foods (dry, chilled, and frozen) to ensure rotation of stock so that older stock is used first.
- Store cleaning supplies and chemicals separate from food items.

## Preparing and Serving Food

### Our OSHC Service will:

- Cook food thoroughly to at least 75°C; reheat (only once) to at least 70°C and serve promptly.
- Keep hot food above 60°C and cold food below 5°C until served; discard any food in the 'danger zone' for 2+ hours.
- Defrost food in the fridge or microwave.
- Wash fruit and vegetables thoroughly; dry before storage.
- Discard dropped or contaminated food immediately.
- Prevent cross-contamination by:
  - Using separate knives/utensils and colour-coded cutting boards (Blue: fish/seafood, Green: fruit/vegetables, Red: raw meat, Brown: cooked meat, Yellow: poultry, White: bakery/dairy).
  - Changing gloves between tasks.

- Storing cooked/ready-to-eat foods separately from raw foods.
- For children with allergies/intolerances:
  - Use separate labelled equipment and plates; keep food covered until served.
  - Conduct a two-person check before serving meals.
  - Ensure staff are trained to read ingredient labels and aware of severe allergy action plans.
- Exclude unwell staff from food handling.
- Store leftovers immediately in the fridge or discard.

## Cleaning

Our OSHC Service will:

- Ensure that food preparation areas and surfaces are cleaned before, after, and during any food preparation.
- Record cleaning and sanitising of food contact surfaces (See Kitchen Cleaning Checklist).
- Ensure that all cooking and serving utensils are cleaned and sanitised before use.
- Ensure that all dishwashing sponges, brushes, and scourers are cleaned after each use and allowed to air dry or placed in the dishwasher.
- Ensure the food storage area is clean, ventilated, dry, pest-free, and not in direct sunlight.
- Ensure refrigerators and freezers are cleaned regularly and door seals checked and replaced if not in good repair.
- Prevent pest infestations by cleaning spills as quickly as possible and ensuring rubbish and food scraps are disposed of frequently.
- Ensure that floor mops are thoroughly cleaned and air dried after each use.
- Replace any cleaning equipment that shows signs of wear or permanent soiling.

## Personal Hygiene for Food Handlers

Our OSHC Service will:

- Ensure clean clothing is worn by food handlers (such as an apron or appropriate jacket).
- Ensure long hair is tied back or covered with a net.
- Ensure hand and wrist jewellery are not worn while preparing food.
- Keep nails short and clean and ensure no nail polish is worn.
- Adhere to strict hand-washing hygiene, including washing hands each time they return to the kitchen before continuing with food preparation duties.
- Ensure gloves are worn when handling food and tongs are used.
- Cover wounds or cuts with a brightly coloured, waterproof dressing and wear gloves over any dressings.
- Ensure staff who are unwell do not prepare or handle food.

## All Staff Handling Food Will

- Ensure children and staff wash and dry their hands (using soap, running water, and single use disposable towels or individual hand towels) before handling food or eating meals and snacks.
- Ensure gloves and food tongs are used by all staff handling 'ready to eat' foods.

- Ensure food is stored and served at safe temperatures (below 5°C or above 60°C), with consideration to the safe eating temperature requirements of children.
- Ensure separate cutting boards are used for raw meat and chicken, fruit and vegetables, and that utensils and hands are washed before touching other foods.
- Discourage children from handling other children's food and utensils.
- Ensure food-handling staff members attend relevant training courses and pass relevant information on to the rest of the staff.

## Creating a Positive Learning Environment

Our OSHC Service will:

- Ensure that educators sit with the children at meal and snack times to role-model healthy food and drink choices and actively engage children in conversations about the food and drink provided.
- Choose water as the preferred drink, consider serving it chilled or with ice in summer, and add lemon, mint leaves, or other fruits such as oranges for flavour.
- Endeavour to recognise, nurture and celebrate the dietary differences of children from culturally and linguistically diverse backgrounds.
- Choose foods from the five food groups.
- Create a relaxed atmosphere at mealtimes where children have enough time to eat and enjoy their food as well as enjoying the social interactions with educators and other children.
- Encourage children to try different foods but do not force them to eat.
- Not use food as a reward or withhold food from children for disciplinary purposes.
- Role-model and discuss safe food handling with children.

## OSHC Service Program

Our OSHC Service will:

- Foster awareness and understanding of healthy food and drink choices through including in the children's program a range of learning experiences encouraging children's healthy eating.
- Encourage children to participate in a variety of hands-on food preparation experiences.
- Provide opportunities for children to engage in discovery learning and discussion about healthy food and drink choices.
- Embed the importance of healthy eating and physical activity in everyday activities and experiences.

## Cooking with Children

Cooking can help develop children's knowledge and skills regarding healthy eating habits. Cooking is a great, fun activity and provides opportunities for children to be exposed to new foods, sharing of recipes and cooking skills. During any cooking experience, educators will be vigilant to ensure that the experience remains safe, and relevant food hygiene practices are adhered to.

## Communicating with Families

Our OSHC Service will:

- Provide a copy of the Nutrition and Food Safety Policy to all families upon orientation at the Service.

- Provide opportunities for families to contribute to the review and development of the policy.
- Request that details of any food allergies or intolerances or specific dietary requirements be provided to the OSHC Service and work in partnership with families to develop an appropriate response so that children’s individual dietary needs are met.
- Display menus for families to view easily.
- Communicate regularly with families about food and nutrition related experiences within the Service and provide up-to-date information to assist families to provide healthy food choices at home.
- Communicate regularly with families and provide information and advice on appropriate food and drink to be included in children’s lunchboxes, especially during Vacation Care. This information may be provided to families in a variety of ways including factsheets, newsletters, during orientation, information sessions, and informal discussion.
- Discuss discretionary choices (food and beverages which are not necessary as part of a balanced diet) with families and, if necessary, remove items from children’s lunch boxes. Alternative healthy food will be offered to children.

## CONSIDERATIONS

Sources	Related Policies
<ul style="list-style-type: none"> <li>• Quality Area 2: Children’s Health And Safety</li> <li>• Education And Care Services National Regulations (77, 78, 79, 80, 90, 91, 160, 162, 168, 170, 171, 172).</li> </ul>	<ul style="list-style-type: none"> <li>• Administration of First Aid Policy</li> <li>• Child Safe Environment Policy</li> <li>• Enrolment Policy</li> <li>• Excursions / Incursions Policy</li> <li>• Governance Policy</li> <li>• Health and Safety Policy</li> <li>• Incident, Injury, Trauma and Illness Policy</li> <li>• Medical Conditions Policy</li> </ul>

## REVISIONS:

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## 3.12 Illness Exclusion

### POLICY STATEMENT:

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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 carer's 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.

### DIRECTIONS:

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#### 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 they were sent home from school that same day

If your child arrives to care and the educator feels 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 accurately filled out as soon as possible and signed by all necessary parties.

## CONSIDERATIONS:

Sources	Related Policies
<ul style="list-style-type: none"> <li>• Education and Care Services National Regulations: 158, 159, 160, 161, 162, 168, 177, 183.</li> <li>• National Quality Standard: 6.1, 7.3.</li> </ul>	<ul style="list-style-type: none"> <li>• Service Enrolment form</li> <li>• Family Handbook</li> <li>• Fee Policy</li> <li>• Confidentiality Policy</li> <li>• Delivery and Collection of Children Policy</li> <li>• Acceptance &amp; Refusal of Authorisations Policy</li> <li>• Governance &amp; Management Policy</li> </ul>

## REVISIONS:

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## 3.13 Dealing with Infectious Diseases Policy

### POLICY STATEMENT:

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Children encounter many other children and adults within the OSHC Service environment which can result in the contraction of infectious illnesses. Our Service has a duty of care to ensure that children, families, educators, and visitors of the Service are provided with a high level of protection during the hours of the Service's operation. We aim to minimise cross-contamination and the spread of infectious illnesses by implementing best practice and high standards of personal hygiene within our OSHC Service.

This policy communicates clear directions and guidance about protocols and actions to be followed to avoid adversely affecting the safety and health of children, other staff members and visitors to the service. A simple, safe and effective way of protecting individuals and others within the community against harmful diseases is immunisation.

### DIRECTIONS:

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Under the Education and Care Services National Regulations, the approved provider must ensure policies and procedures are in place in relation to dealing with infectious diseases. Our Service is committed to minimise the spread of infectious diseases and viruses by implementing recommendations as stated in the *Staying healthy: Preventing infectious diseases in early childhood education and care services* (6th Edition) developed by the Australian Government National Health and Medical Research Council and advice provided from the Australian Health Protection Principal Committee (AHPPC).

We are guided by decisions regarding exclusion periods and notification of infectious diseases by the Australian Government- Department of Health and local Public Health Units in our jurisdiction as per the Public Health Act.

This policy must be read in conjunction with our other Quality Area 2 policies:

- Immunisation Policy
- Incident, Illness, Accident and Trauma Policy
- Medical Conditions Policy
- Handwashing Policy

### Definition of an Infectious Disease

In relation to a participating jurisdiction, it means an infectious disease that is designated under a law of that jurisdiction or by a health authority (however described) as a disease that would require a person with the disease to be excluded from an education and care service.

**Preventing Infectious Diseases:** Our OSHC Service implements rigorous hygienic practices to limit the spread of illness and infectious diseases including:

- Immunisation for children and adults
- Effective hand washing hygiene
- Respiratory hygiene - cough and sneeze etiquette
- Appropriate use of gloves and other PPE
- Exclusion of children, educators or staff when they are unwell or displaying symptoms of an infectious disease or virus
- Effective environmental cleaning including toys and resources

- Requesting parents and visitors to wash their hands with soap and water or hand sanitizer upon arrival and departure at the OSHC Service
- Encouraging use of the outdoors environment
- Ensuring adequate ventilation
- Encouraging children, educators or staff to seek medical attention and get tested if they show symptoms of an infectious disease or virus, including COVID-19.

## Immunisation Requirements

Immunisation is a reliable way to prevent many childhood infectious diseases. When enrolling a child in an Out of School Hours Care Service, parents will be asked to provide an Immunisation History Statement. Should a child not be fully immunised according to the National Immunisation Program Schedule, they will not be prevented from enrolling.

- Only parents of children (less than 20 years of age) who are fully immunised or are on a recognised catch-up schedule or have an approved medical exemption recorded on the Australian Immunisation Register (AIR) can receive Child Care Subsidy (CCS)
- Educators and other staff at our OSHC Service are highly recommended to keep up to date with all immunisations including yearly influenza vaccinations. These include vaccinations recommended by the National Health and Medical Research Council (NHMRC). Our OSHC Service recommends educators and children keep up to date with vaccinations for COVID -19 and boosters (adjust to suit your service context).
- Staff are required to provide an Immunisation History Statement from the Australian Immunisation Register (AIR) and/or records from their general practitioner to management for their staff record.
- Vaccination is important as not only can staff members catch a potentially serious infection such as measles or whooping cough, but they could also then inadvertently pass it onto children in their care who are too young to have had their vaccinations or to women who may be pregnant.
- Exclusion periods and notification of infectious diseases are guided by the Australian Government - Department of Health and local public health units in our jurisdiction as per the Public Health Act. These apply to children and staff at the Service. In the event of an outbreak of a vaccine preventable disease at our OSHC Service, staff who are not vaccinated will be notified and should be excluded from the workplace. [See: Immunisation Policy for further information]

## Excluding Children from the OSHC Service

'Excluding children, staff and parents who are at risk of transmitting infection to others limits the spread of infection in education and care services.' (Staying healthy, 2024, p. 75)

The need for exclusion and the length of time a person is excluded from the Service depends on:

- the type of infection
- if symptoms are present and how severe they are
- how easily the infection or disease can spread
- how long the person is likely to be infectious

## Reporting Outbreaks to the Public Health Unit and Regulatory Authority

Management must notify the PHU and, in some jurisdictions, the Regulatory Authority if:

- A child has a vaccine-preventable disease
- Two or more cases of gastroenteritis are identified

- An outbreak of COVID-19 occurs (e.g., 5+ cases in 7 days in NSW)

Call the PHU at 1300 066 055 and provide required information.

Responsibilities of the Approved Provider / Nominated Supervisor Include:

- Ensuring compliance with regulations
- Inducting new staff into this policy
- Requesting Immunisation History Statements
- Implementing Staying Healthy recommendations
- Following exclusion periods
- Notifying PHU of reportable illnesses
- Communicating effectively with families
- Ensuring up-to-date attendance and medical records
- Maintaining confidentiality
- Conducting reviews after outbreaks
- Ensuring hygiene and cleaning practices are followed

Responsibilities of Educators Include:

- Identifying and supporting unwell children
- Isolating and supervising suspected infectious cases
- Using PPE as required
- Prompt communication with families
- Cleaning and disinfecting resources used by ill children
- Maintaining and updating immunisation status
- Promoting hygiene practices
- Supporting children's understanding of health and hygiene

Families will:

- Monitor their child's health and not send them to the OSHC Service if they are unwell or displaying symptoms of an infectious illness.
- Notify the OSHC Service if their child is diagnosed with an infectious illness, so the Service can take the appropriate steps to reduce the risk of spreading the disease.
- Collect their child from the OSHC Service promptly if the Service notifies them that their child is displaying symptoms of an infectious illness.
- Follow the advice and directions provided by the Service, their medical practitioner, and the Public Health Unit.
- Follow the recommended exclusion periods for any infectious disease/illness their child may be diagnosed with.
- Provide the OSHC Service with accurate and up-to-date information regarding their child's immunisation status.

## CONSIDERATIONS

Sources	Related Policies
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<ul style="list-style-type: none"> <li>• National Quality Framework: Quality Area 2</li> <li>• Education and Care Services National Law 2010.</li> <li>• Education and Care Services National Regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Administration of Medication Policy</li> <li>• Child Safe Environment Policy</li> <li>• Enrolment Policy</li> <li>• Governance Policy</li> <li>• Health and Safety Policy</li> <li>• Incident, Injury, Trauma and Illness Policy</li> <li>• Medical Conditions Policy</li> <li>• Physical Environment Policy</li> <li>• Privacy and Confidentiality Policy</li> <li>• Sleep and Rest Policy</li> <li>• Work Health and Safety Policy</li> </ul>
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## REVISIONS:

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Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

## 3.14 Sleep and Rest

### POLICY STATEMENT:

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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.

### DIRECTIONS:

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#### 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 avoid 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.
- Children will be encouraged to rest in a quiet, comfortable and safe place.
- Children 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 for 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 sports.
- 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

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Sources	Related Policies
<ul style="list-style-type: none"> <li>• National Quality Framework: Quality Area 1, 2</li> <li>• Education and Care Services National Regulations (S. 165, S. 167, 82, 84A, 84B, 84C, 103, 105, 110, 115, 168, 170, 171, 172, and 176).</li> </ul>	<ul style="list-style-type: none"> <li>• Excursion Policy</li> <li>• Child Protection Policy</li> <li>• Delivery and Collection of Children Policy</li> <li>• Incident, Illness, Injury and Trauma Policy</li> <li>• Interactions with Children,</li> <li>• Providing a Child Safe Environment Policy</li> </ul>

## REVISIONS:

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Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

## 3.15 Environmentally Safe

### POLICY STATEMENT:

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We believe in educating children about being environmentally responsible which is promoted and supported through daily practices, resources and interactions. Sustainable practice is encouraged within the OSHC Service and community, assisting children and families to become advocates for a sustainable future.

Teaching and learning about being environmentally responsible starts with everyday practice. We believe being environmentally responsible should be embedded into the operations of the OSHC Service, rather than being a tokenistic 'theme' that is investigated every now and then. Our Service is committed to protecting our environment to ensure a sustainable future for our children. This involves educators, children and families working together to protect our environment as we educate children about the importance of 'creating and promoting sustainable communities.'

### DIRECTIONS:

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#### The Approved Provider/Nominated Supervisor Will:

- Ensure the principles of the approved framework—My Time, Our Place (V2.0, 2022)—underpin our educational program within the Service, including the new principle of sustainability.
- Network with the local community to keep up to date with current practices and ideas for being environmentally responsible.
- Engage Aboriginal and Torres Strait Islander elders, where possible, to explore and share their own history, culture, and rich sustainable practices.
- Encourage educators, families, and children to engage in sustainable practices and appreciate the natural environment, understand our impact on the natural world, and the interdependence between people, animals, plants, lands, and waters.
- Provide professional development opportunities for educators to learn about integrating environmentally sustainable education into all areas of their program and engage in shared critical reflection.
- Reflect on environmental, economic and social impacts on the world in all aspects of Service operation and include in the review the development of a sustainable Quality Improvement Plan (QIP).
- Ensure the OSHC Service joins a preferred provider e.g., Sustainable Schools NSW (or State equivalent) to liaise with other education and care services and maintain currency on practices and ideas for being environmentally responsible.
- Where relevant, review policies and procedures within the OSHC Service with educators, children and families, to achieve more sustainable outcomes and practices.
- Use electronic communication where possible to reduce paper use within the office and in each room for newsletters, billing, and other communication needs.
- Conduct environmentally responsible audits to ensure consistency and continuous improvement.
- Source resources and materials from Reverse Garbage or second-hand stores to use within the OSHC Service.
- Ensure sustainable practices are incorporated into the daily routine.

- Collaborate with families and the community for involvement in potential quality practice for the Service. For example: Take 3 for the Sea, Foodwise, Planet Ark.
- Provide colour coded bins for Landfill only, Organic waste, Paper recycling, and Mixed recyclables.

**Educators, Staff Members, Volunteers and Students Will:**

- Encourage children and young people to engage with concepts of sustainability and their capacity to advocate and act for positive change. (MTOF, V2.0)
- Support children and young people’s understanding of their citizenship, rights and responsibilities as members of local and global communities through meaningful and relevant educational experiences. (MTOF, p.17)
- Incorporate recycling as part of everyday practice at the OSHC Service.
- Support children and young people’s commitment to social justice through curriculum decision making.
- Role model environmental sustainability practices during play.
- Discuss environmentally responsible practices with the children and families as part of the curriculum.
- Provide information to families on environmentally responsible practices that are implemented at the OSHC Service and encourage the application of these practices in the home environment.
- Share ideas between educators, children, and families about environmentally responsible ideas, implementation, and resources—supported through communication strategies such as parent meetings, emails, newsletters, and informal conversations.
- Use a worm farm/composting bin to reduce food waste. Children will be encouraged to place food scraps into separate containers for this purpose.
- Role model energy and water conservation practices (e.g., turning off lights and air-conditioning when not in use, emptying water play containers onto garden areas).
- Seek to purchase equipment that is environmentally friendly. Educators will reduce the amount of plastic and disposable equipment and select natural materials.
- Use the concept of ‘reduce, re-use and recycle’ as part of everyday practice.
- Use ‘green cleaning’ products to replace chemicals where possible.

**Sustainable Practices May Include:**

Sustainable Practice	Implementations
Recycling	Provide bins and signage; recycle paper and all other recyclable rubbish; use recycled water for watering gardens.
Gardening	Plant vegetables, herbs, and fruit trees; establish a worm farm; use food scraps for compost or animals; provide ‘garden to plate’ experiences.
Energy Conservation	Install LED lights; turn off unused appliances; use natural ventilation and insulation.

Water Conservation	Use half-flush toilets; fix leaks; teach shorter showers and turning off taps; collect rainwater for garden use.
Nature and Wildlife	Use natural materials in play; educate about decomposition via worm farms; plant bird and butterfly attracting plants; create wildlife areas.
Communicate	Display sustainability journey; provide tips in newsletters; use scrap paper creatively; use both sides of paper for drawing.

## CONSIDERATIONS

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Sources	Related Policies
<ul style="list-style-type: none"> <li>National Quality Framework: Quality Area 3</li> <li>Education and Care Services National Regulations</li> </ul>	<ul style="list-style-type: none"> <li>Pets and Pests Policy</li> <li>Educational Program Policy</li> <li>Physical Environment Policy</li> </ul>

## REVISIONS:

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Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

## 3.16 Incident, Injury, Trauma & Illness

### POLICY STATEMENT:

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Asquith Community After School Care Centre believes that the safety and wellbeing of all children, staff, and visitors is a top priority. We recognise that incidents, injuries, trauma, and illness can occur unexpectedly and that a calm, timely, and informed response is essential.

An 'incident' includes any unplanned event that may cause harm, whether physical or emotional. While most children attend the service without significant injury or illness, some may require first aid, medical attention, or emotional support due to accidents, sudden illness, allergic reactions, or distressing events.

Our educators are committed to providing a safe, supportive, and caring environment, responding promptly to incidents, and keeping families informed. We aim to reduce risks where possible, meet regulatory obligations, and support children, families, and staff through recovery and care.

### DIRECTIONS:

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#### Injury, Incident Or Trauma

In the event of any child, educator, staff, volunteer or visitor having an accident at the OSHC Service, an educator who has a First Aid Certificate will attend to the person immediately. Adequate supervision will be provided to all children attending the OSHC Service.

Any workplace incident, injury or trauma will be investigated, and records kept as per WHS legislation and guidelines. An Incident Injury Report Register will be completed to assist with a review of practices following an incident or injury at the Service, including an assessment of areas for improvement.

All staff and educators are required to follow the procedures outlined in our Administration of First Aid Policy and Administration of First Aid Procedure.

#### Definition Of Serious Incident

Regulations require the approved provider or nominated supervisor to notify regulatory authority within 24 hours of any serious incident at the OSHC Service through the [NQA IT System](#)

A serious incident (Reg. 12) is defined as any of the following:

- (a) The death of a child:
  - (i) while being educated and cared for by an OSHC Service or
  - (ii) following an incident while being educated and cared for by an OSHC Service.
- (b) Any incident involving serious injury or trauma to, or illness of, a child while being educated and cared for by an OSHC Service, which:
  - (i) a reasonable person would consider required urgent medical attention from a registered medical practitioner or
  - (ii) for which the child attended, or ought reasonably to have attended, a hospital.  
For example: whooping cough, broken limb and anaphylaxis reaction
- (c) Any incident or emergency where the attendance of emergency services at the OSHC Service premises was sought, or ought reasonably to have been sought (eg: severe asthma attack, seizure or anaphylaxis).
- (d) Any circumstance where a child being educated and cared for by an OSHC Service
  - (i) appears to be missing or cannot be accounted for or

- (ii) appears to have been taken or removed from the OSHC Service premises in a manner that contravenes these regulations or
- (iii) Is mistakenly locked in or locked out of the OSHC Service premises or any part of the premises.

A serious incident should be documented as an incident, injury, trauma and illness record as soon as possible and within 24 hours of the incident, with any evidence attached.

## Incident, Injury, Trauma And Illness Record

An Incident, Injury, Trauma and Illness record contains details of any incident, injury, trauma or illness that occurs while the child is being educated and cared for at the OSHC Service. The record will include:

- name and age of the child
- circumstances leading to the incident, injury, illness
- time and date the incident occurred, the injury was received, or the child was subjected to trauma
- details of any illness which becomes apparent while the child is being cared for including any symptoms, time and date of the onset of the illness
- details of the action taken by the educator including any medication administered, first aid provided, or medical professionals contacted
- details of any person who witnessed the incident, injury or trauma
- names of any person the educator notified or attempted to notify, and the time and date of this
- signature of the person making the entry, and the time and date the record was made

Educators are required to complete documentation of any incident, injury or trauma that occurs when a child is being educated and cared for by the OSHC Service. This includes recording incidences of biting, scratching, dental or mouth injury. Due to Confidentiality and Privacy laws, only the name of the child injured will be recorded on the Incident, Injury, Trauma or Illness Record. Any other child/ren involved in the incident will not have their names recorded. If other children are injured or hurt, separate records will be completed for each child involved in the incident. Parents/Authorised Nominee must acknowledge the details contained in the record, sign and date the record on arrival to collect their child. All Incident, Injury, Trauma and Illness Records must be kept until the child is 25 years of age. (Found on 1Place).

## Missing Or Unaccounted For Child

At all times, reasonable precautions and adequate supervision is provided to ensure children are protected from harm or hazards. However, if a child appears to be missing or unaccounted for, removed from the OSHC Service premises that breaches the National Regulations or is mistakenly locked in or locked out of any part of the Service, a serious incident notification must be made to the regulatory authority.

A child may only leave the OSHC Service in the care of a parent, an authorised nominee named in the child's enrolment record or a person authorised by a parent or authorised nominee or because the child requires medical, hospital or ambulance care or other emergency.

### Educators must ensure that

- the attendance record is regularly cross-checked to ensure all children signed into the OSHC Service are accounted for
- children are supervised at all times
- visitors to the service are not left alone with children at any time

For After School Care, educators will check that all children booked in for a session of care arrive at the expected time. If a child does not arrive at the OSHC Service or nominated

collection point, at the expected time educators will follow procedures outlined in the Delivery and Collection of Children Policy.

Educators will regularly cross-check the attendance record to ensure all children signed into the OSHC Service are accounted for. Should an incident occur where a child is missing from the OSHC Service educators and the nominated supervisor will:

- attempt to locate the child immediately by conducting a thorough search of the premises (checking any areas that a child could be locked into by accident)
- cross check the attendance record to ensure the child hasn't been collected by an authorised person and signed out by another person
- if the child is not located within a 10-minute period, emergency services will be contacted on 000 and the approved provider will notify the parent/s or guardian
- continue to search for the missing child until emergency services arrive whilst providing supervision for other children in care
- provide information to Police such as: child's name, age, appearance, (provide a photograph), details of where the child was last sighted.

If a child is missing during or following transportation the Safe Arrival Of Children Procedure is to be followed. The approved provider is responsible for notifying the Regulatory Authority of a serious incident within 24 hours of the incident occurring.

## Head Injuries

It is common for children to bump their heads during everyday play, however it is difficult to determine whether the injury is serious or not. In the event of any head injury, the First Aid officer will assess the child, administer any urgent First Aid and notify parents/guardians of the incident. Head injuries are generally classified as mild, moderate or severe. Mild head injuries may result in a small lump or bruise, however, may still result in a possible concussion. Parents/guardians will be advised to seek medical advice if their child develops any new symptoms of head trauma.

Emergency services will be contacted immediately if the child:

- has sustained a head injury involving high speeds or fallen from a height greater than one metre (play equipment)
- loses consciousness
- Has a seizure, convulsion or fit
- seems unwell or vomits several times after hitting their head
- has a severe or increasing headache

(see: Head Injury Guide and Procedure)

## Trauma

Trauma is defined as the impact of an event or a series of events during which a child feels helpless and pushed beyond their ability to cope. There are a range of different events that might be traumatic to a child, including accidents, injuries, serious illness, natural disasters (bush fires), assault, and threats of violence, domestic violence, neglect or abuse and wars or terrorist attacks. Parental or cultural trauma can also have a traumatising effect on children. This definition firmly places trauma into a developmental context: "Trauma changes the way children understand their world, the people in it and where they belong" (Australian Childhood Foundation, 2010).

Trauma can disrupt the relationships a child has with their parents, educators and staff who care for them. It can transform children's language skills, physical and social development and the ability to manage their emotions and behaviour.

Behavioural responses for pre-school aged children and young children who have experienced trauma may include:

- new or increased clingy behaviour such as constantly following a parent, carer or staff around
- anxiety when separated from parents or carers
- new problems with skills like sleeping, eating, going to the toilet and paying attention
- shutting down and withdrawing from everyday experiences
- difficulties enjoying activities
- being jumpier or easily frightened
- physical complaints with no known cause such as stomach pains and headaches
- blaming themselves and thinking the trauma was their fault.

Children who have experienced traumatic events often need help to adjust to the way they are feeling. When parents, educators and staff take the time to listen, talk, and play they may find children begin to say or show how they are feeling. Providing children with time and space lets them know you are available and care about them.

It is important for educators to be patient when dealing with a child who has experienced a traumatic event. It may take time to understand how to respond to a child's needs and new behaviours before parents, educators and staff are able to work out the best ways to support a child. It is imperative to realise that a child's behaviour may be a response to the traumatic event rather than just 'naughty' or 'difficult' behaviour.

#### **Educators Can Assist Children Dealing With Trauma By:**

- observing the behaviours and expressed feelings of a child and documenting responses that were most helpful in these situations
- creating a 'relaxation' space with familiar and comforting toys and objects children can use when they are having a difficult time
- having quiet time such as reading a story about feelings together
- trying different types of play that focus on expressing feelings (e.g., drawing, playing with play dough, dress-ups and physical games such as trampolines)
- helping children understand their feelings by using reflecting statements (e.g., 'you look sad/angry right now, I wonder if you need some help?')

There are a number of ways for parents, educators and staff to reduce their own stress and maintain awareness, so they continue to be effective when offering support to children who have experienced traumatic events.

#### **Strategies To Assist Families, Educators And Staff To Cope With Children's Stress Or Trauma May Include:**

- taking time to calm yourself when you have a strong emotional response. This may mean walking away from a situation for a few minutes or handing over to another educator or staff member if possible
- planning ahead with a range of possibilities in case difficult situations occur
- remembering to find ways to look after yourself, even if it is hard to find time or you feel other things are more important. Taking time out helps adults be more available to children when they need support.
- using supports available to you within your relationships (e.g., family, friends, colleagues).
- identifying a supportive person to talk to about your experiences. This might be your family doctor or another health professional.

- accessing support resources- BeYou, Emerging Minds

Living or working with traumatised children can be demanding so it is important to be aware of your own responses and seek support from management when required.

## Illness Management

To reduce the transmission of infectious illness, our OSHC Service implements effective hygiene and infection control routines and procedures from [Staying healthy: Preventing infectious diseases in early childhood education and care services- 6th Edition](#).

Practising effective hygiene helps to minimise the risk of cross infection within our Service include:

- immunisation- for children and adults
- respiratory hygiene- limiting airborne germs and the transmission of respiratory diseases. Educators model good hygiene practices and remind children to cough or sneeze into their elbow or use a disposable tissue and wash their hands immediately with soap and water or use hand sanitiser after touching their mouth, eyes or nose.
- hand hygiene- handwashing techniques are practised by all educators and children routinely using soap and water before and after eating, when using the toilet and drying hands thoroughly with paper towel.
- wearing PPE- gloves and masks to provide a protective barrier against germs
- environmental strategies- cleaning with specific products after any spills of body fluids (urine, faeces, vomit, blood); All surfaces including bedding (mat, cushions) used by a child who is unwell, will be cleaned with soap and water and then disinfected.
- toileting- Infection control practices including hand hygiene and proper cleaning and disinfection procedures are implemented
- exclusion – children, educators and other staff who show symptoms of infectious disease are excluded from the Service.

## Children Arriving At The Oshc Service Who Are Unwell

The nominated supervisor will not accept a child into care if they:

- have a diagnosed contagious illness or infectious disease [specific exclusion periods may apply]
- have a temperature above 38.0°C
- have been given medication for a temperature prior to arriving at the OSHC Service (for example: Panadol)
- have had any diarrhoea and/or vomiting in the last 24 hours
- have started a course of antibiotics in the last 24 hours.

(With the exception of the child arriving at the centre from an education facility beforehand. In that situation refer below)

## Identifying Signs And Symptoms Of Illness

Educators and management are not doctors and are unable to diagnose an illness or infectious disease; however, as our educators are familiar with the children in their care, they will watch for symptoms of sickness. If a child becomes ill whilst at the OSHC Service, educators will respond to their individual symptoms of illness and provide comfort and care.

Educators will closely monitor the child focusing on the symptoms displayed and how the child behaves and be alert to the possibility of symptoms that may suggest the child is very sick and needing urgent medical assistance.

## Educators will:

- Understand the differences between concerning and serious symptoms
- If any serious symptoms are observed (breathing difficulties, drowsiness or unresponsiveness, looking pale or blue or feeling cold)
  - An ambulance will be called immediately
- if any concerning symptoms are observed (lethargy, fever, poor feeding, new rash, poor urine output, irritation or pain or sensitivity to light) educators will:
  - monitor the child carefully
  - call parents/carers
  - discuss symptoms with parents/carers and help them decide whether the child needs to see a doctor
- educators will monitor the child and will consider calling an ambulance if:
  - any concerning symptoms become severe
  - the child gets worse very quickly
  - There are multiple concerning symptoms.

## (Staying healthy, 6<sup>th</sup> Edition, 2024)

In the event of any child requiring ambulance transportation and medical intervention, a serious incident will be reported to the regulatory authority (Reg. 12) by the approved provider.

If the child has symptoms that suggest they are sick and they are not well enough to enjoy activities, they should go home and parents/caregivers will be contacted. The child will be cared for in an area that is separated from other children in the Service to await pick up from their parent/guardian or emergency contact person. A child who is displaying symptoms of a contagious illness or virus (vomiting, diarrhoea, fever) will be moved away immediately from the rest of the group and supervised until he/she is collected by a parent or emergency contact person.

## Symptoms Indicating Illness May Include:

- lethargy and decreased activity
- difficulty breathing
- fever (temperature more than 38°C)
- headaches
- poor feeding
- poor urine output/ dark urine
- stiff neck, irritability or sensitivity to light
- new red or purple rash
- pain
- diarrhoea
- vomiting
- discharge from the eye or ear
- skin that displays rashes, blisters, spots, crusty or weeping sores
- loss of appetite
- difficulty in swallowing or complaining of a sore throat
- persistent, prolonged or severe coughing

(This is not an exhaustive list of indicators of illness)

## High Temperatures or Fevers

Children get fevers or high temperatures for many reasons. Most fevers and the illnesses that cause them last only a few days. Recognised authorities suggest that a child's normal temperature will range between 36.5°C and 38.0°C.

### When a Child Develops a High Temperature or Fever Whilst at the OSHC Service

- Educators will check a child's temperature if they think the child has a fever. If it is between 37.5°C and 37.9°C, educators will retest within 30 minutes (records will be kept of the time, date, and temperature).
- Educators will notify parents when a child registers a temperature of 38°C or higher.
- Educators will follow the Illness Management Procedure for methods to reduce a child's temperature or fever.
- The child will need to be collected from the Service as soon as possible (within 30 minutes).
- Educators will monitor the child carefully to ensure their condition does not get worse and call an ambulance immediately if required.
- Parents/carers will be provided with a Fever Factsheet for further information.
- Educators will complete an Incident, Injury, Trauma and Illness Record and note down any other symptoms that may have developed along with the temperature (e.g., rash, vomiting, etc.).
- If the child has gone home from the OSHC Service with a fever but their temperature is normal the next morning, they can return to the Service. (Staying Healthy, 6th Edition, 2024).

## Respiratory Symptoms

Respiratory symptoms include cough, sneezing, runny or blocked nose, and sore throat. It is not unusual for children to have five or more colds a year, and children in education and care services may have as many as 8–12 colds a year.

A runny or blocked nose is a common symptom for many respiratory conditions or diseases which may be infectious (such as a cold, influenza, or COVID). Some causes, however, are not infectious (such as allergies/hay fever).

As each child may have different symptoms of a respiratory illness, our OSHC Service will consider exclusion based on:

- The severity of the symptoms
- The child's behaviour

Children can become distressed and lethargic when unwell and should be at home with a parent or carer under close supervision.

A child will be excluded from the Service if:

- The respiratory symptoms are severe, or
- The symptoms become worse during the day (more frequent or severe), or
- The child has other concerning symptoms (fever, tiredness, pain, poor feeding).

(Staying Healthy, 6th Edition, 2024)

## Diarrhoea and Vomiting (Gastroenteritis)

Gastroenteritis (or "gastro") is a general term for an illness of the digestive system. Typical symptoms include abdominal cramps, diarrhoea, and vomiting.

In many cases, it does not need treatment, and symptoms disappear in a few days.

However, gastroenteritis can cause dehydration due to large amounts of fluid lost through vomiting and diarrhoea. If a child does not receive enough fluids, they may require intravenous fluids.

If a child has diarrhoea and/or vomiting whilst at the OSHC Service:

- Management will notify parents or an emergency contact to collect the child immediately.
- Parents/carers will be provided with a Diarrhoea or Vomiting (Gastroenteritis) Factsheet for further information.

**Outbreak Management:**

- In the event of an outbreak of viral gastroenteritis, management will contact the local Public Health Unit (PHU).
- An outbreak is when two or more children or staff have a sudden onset of diarrhoea or vomiting in a 2-day period.
- Management must document: number of cases, dates of onset, duration of symptoms (see: Illness or Infectious Disease Register).

**Exclusion Periods:**

- Staff and children with diarrhoea and/or vomiting will be excluded until no symptoms for at least 24 hours.
- If confirmed to be norovirus, exclusion is 48 hours after symptoms stop.
- Staff who handle food will be excluded for up to 48 hours after symptoms resolve.
- Services can amend exclusion time as per state/territory PHU recommendations.

(Staying Healthy, 2024)

## Notifying Families and Emergency Contact – Sickness or Infectious Illness

- All emergency contacts must be able to pick up an ill child within 30 minutes.
- If an ill child is not collected in a timely manner, or if parents refuse to collect the child, a warning letter will be sent outlining Service policies.
- The warning letter will specify that if there is a future breach of this nature, the child's position may be terminated.
- Parents/guardians are notified as soon as practicable and no later than 24 hours of illness, accident, or trauma.
- Families will be notified of any outbreak of infectious illness (e.g., gastroenteritis, whooping cough) via notice board, online app, or email.
- When a child has been diagnosed with an illness/infectious disease, the Service will refer to PHU and Staying Healthy: Preventing Infectious Diseases in Early Childhood Education and Care Services (6th Edition, 2024).
- Exclusion periods are provided to families and included in the Family Handbook and Dealing with Infectious Disease Policy.
- Families are provided with clear information about any illness/disease via Staying Healthy factsheets.

## The Approved Provider, Nominated Supervisors, Responsible Person, and Educators Will Ensure:

- All obligations under the Education and Care Services National Law and Regulations are met.
- All staff, students, visitors, and volunteers are aware of and adhere to this policy and associated procedures.

- Each child's enrolment record includes authorisations for medical treatment and ambulance transport.
- Parents/guardians are notified within 24 hours of illness, accident, or trauma.
- Incident, Injury, Trauma and Illness Records are completed accurately and promptly.
- The Regulatory Authority is notified within 24 hours if:
  - There is imminent/severe risk to health, safety, and wellbeing, or
  - An ambulance was called (not as a precaution).
- Families are advised to keep their child home until well, with no symptoms for 24-48 hours (depending on illness/exclusion periods).
- Exclusion periods are applied for diagnosed illnesses/infectious diseases.
- Families are notified of infectious disease cases within 24 hours of detection.
- Unimmunised children are excluded if a vaccine-preventable disease is reported.
- Families of children with chronic medical conditions are notified if an outbreak could compromise health.
- Families are contacted for collection if their child vomits or has diarrhoea at the Service.
- **First aid kits are:**
  - Suitably equipped,
  - Checked monthly,
  - Easily accessible during care and excursions.
- **At least one staff member onsite at all times holds:**
  - Current approved First Aid qualification (including emergency life support and CPR),
  - Approved Anaphylaxis Management Training,
  - Approved Emergency Asthma Management Training.
- Staff with diarrhoea/infectious disease do not prepare food for at least 48 hours after symptoms resolve.
- Cold food is kept below 5°C and hot food above 60°C.
- Hand hygiene, cough, and sneeze etiquette are always practiced.
- Appropriate cleaning practices are followed.
- Toys/equipment are cleaned regularly (recorded in toy cleaning register) and immediately if used by an unwell child.
- Additional cleaning is implemented during outbreaks.
- All illnesses are documented in the Incident, Injury, Trauma and Illness Record.
- Health information is not shared without written consent, unless authorised by law (including CISS/FVISS in Victoria).

### Families Will:

- Adhere to the Service's policies regarding Incident, Injury, Trauma and Illness.
- Provide authorisation for medical treatment and ambulance transport.
- Keep medical/contact details up to date.
- Ensure their child can be collected within 30 minutes due to illness.

- Provide all relevant medical information, including Medicare and private health insurance details.
- Provide/update medical management plans annually or when needs change.
- Follow exclusion periods for illness/infectious disease.
- Seek medical advice for illness/fever as required.
- Complete and sign all required documentation (e.g., Incident, Injury, Trauma and Illness Record).
- Inform the OSHC Service if their child has an infectious illness/disease.
- Provide medical clearance when required for return to care (including post-surgery).
- Provide written consent for first aid/ambulance as per enrolment record.
- Complete and acknowledge details in the Administration of Medication Record if required.

### Breach of Policy

Staff members or educators who fail to adhere to this policy may be in breach of their terms of employment and may face disciplinary action.

### CONSIDERATIONS

Sources	Related Policies
<ul style="list-style-type: none"> <li>• National Quality Framework: Quality Area 2, 4 and 7</li> <li>• Education and Care Services National Law 2010.</li> <li>• Education and Care Services National Regulations (S. 165, S. 174, 12, 77, 85, 86, 87, 88, 89, 90, 93, 95, 97, 103, 104, 161, 162, 168, 170, 171, 175, 176, 177, 183.)</li> </ul>	<ul style="list-style-type: none"> <li>• Diabetes Management</li> <li>• Asthma &amp; Anaphylaxis Management Plan</li> <li>• Administration of First Aid</li> <li>• Administration of Medication and Medical Conditions</li> <li>• Emergency and Evacuation</li> <li>• Illness Exclusion</li> </ul>

### REVISIONS:

Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee



## **4. STAFF MANAGEMENT AND WELLBEING POLICIES**

## 4.1 Staffing Arrangements and Recruitment

### POLICY STATEMENT:

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At Asquith Community After School Care Centre, we are committed to providing a safe, supportive, and high-quality environment for children, educators, and families. Our policies reflect the values and standards required to deliver excellence in Out of School Hours Care (OOSH) in alignment with the National Quality Framework (NQF), Education and Care Services National Regulations, and the guiding principles of ACECQA. We believe our educators are our most valuable asset. We are committed to employing high-quality, and proper educators under appropriate awards and conditions. All educators undergo orientation and are provided clear conduct expectations, ongoing support, and professional development. Open communication and confidentiality are prioritised in all interactions. Our practices adhere to the OSHC Code of Professional Standards and National Quality Standards 4.2, 7.1, 7.2, and 7.3.

### STAFFING ARRANGEMENTS:

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We employ educators and staff who are qualified and experienced, capable of fostering nurturing and respectful relationships with children. Our staffing adheres to legislated educator-to-child ratios and state-specific requirements. In collaboration with the educational leader, staff deliver programs that support learning and engagement.

#### Nominated Supervisor:

- The approved provider will nominate a responsible person and ensure they are present on-site whenever children are in care.

The nominated supervisor must:

- Accept their role in writing.
- Be at least 18 years old.
- Hold a valid WWCC and have completed Child Protection training.
- Have adequate knowledge and ability to supervise and manage an education and care service.
- Complete PRODA registration and background checks.

The approved provider will:

- Ensure the nominated supervisor's name is displayed.
- Notify the regulatory authority of changes within the required timeframe.
- Remove the nominated supervisor if non-compliance is identified.

#### Educational Leader

The approved provider will nominate a qualified and experienced educator as educational leader and:

- Display their name visibly at the service.
- Provide opportunities for professional development.
- The educational leader must:
  - Accept the role in writing.

- Maintain records of mentoring and program development aligned with My Time, Our Place (V2.0).

## Working With Children Check:

- All staff, students, volunteers, and visitors must provide a valid WWCC before commencing at the service.

### The approved provider will:

- Verify WWCC and record expiry dates.
- Check for prohibition notices via NQAITS during recruitment.
- Take immediate action if any concerns about WWCC status arise.
- Prevent any person with a prohibition from working or volunteering with children.

## Qualifications and First Aid Training:

### The approved provider will:

- Ensure at least one qualified person is present during care hours with current:
  - ACECQA approved first aid (renewed every 3 years)
  - CPR (renewed every 12 months)
  - Anaphylaxis and emergency asthma training (renewed every 3 years)
- Staff responsibilities:
  - Maintain valid training and provide up-to-date certificates to the service.
- On school sites, first aid coverage may be provided by a qualified school staff member in attendance.

## Supervision and Ratio:

### Educators must:

- Provide adequate supervision in line with educator-to-child ratios.
- Be working directly with children to be counted in ratios.
- Follow the Supervision Policy and maintain visibility and accessibility.

### Rosters will:

- Be planned in advance.
- Support continuity of care.
- Prefer regular casual staff for consistency.
- Be supported by sign-on/off records to verify direct engagement.

## Record Keeping:

### The approved provider will:

- Keep records in line with the Record Keeping and Retention regulations.
- Include name, DOB, qualifications, training evidence, and role for each staff member.

## Students, Volunteers and Visitors:

### All students, volunteers, and visitors:

- Must provide WWCC (where required).
- Are not to be left alone with children or counted in ratios.
- Will be inducted to understand policies, the Code of Conduct, and Privacy Law.

The nominated supervisor will ensure:

- Volunteers and students are made aware of the Privacy and Confidentiality Policy during induction.

## Recruitment and Induction:

The approved provider will:

- Follow a rigorous recruitment process including interviews, reference checks, and verification of WWCC and qualifications.
- Provide new staff with a 6-month probation period (Permanent Staff).
- Deliver induction covering:
  - Policies and procedures.
  - Code of Conduct and Child Protection.
  - National Principles for Child Safe Organisations.
  - WHS, behaviour guidance, and routine.
  - Family Assistance Law and CISS/FVISS (as applicable).
  - Introduction to mentors/senior staff.
  - Supervised Training Shift

Staff Under 18 Years of Age:

- Staff under 18 will never work alone and will be supervised by a staff member over 18 years of age.

## Policies and Procedures Compliance:

All staff must:

- Read and acknowledge policies during induction.
- Participate in regular policy reviews during staff meetings.
- Complete a Staff Policy Acknowledgement Form.
- Provide feedback on policies.
- Comply with procedures as reflected in performance reviews and improvement plans.

The approved provider will:

- Use audits and checklists to ensure compliance.
- Address non-compliance through the Performance Management Policy.

## Service Leadership:

- 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.

## RECRUITMENT:

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### 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.

#### Selection Panel for Nominated Supervisor

- 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 an interview.
- Conduct the interviews.
- Arrange for the WWCC to be conducted on the preferred applicant.
- Ensure that approval for selected educators 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 a letter of employment and contract.

#### **Advertisements**

- Provide applicants with job title, description, location, hours, salary, service philosophy, and how to apply.
- Include WWCC/immunisation requirements and child-safe commitment.
- Advertise internally and externally (e.g. SEEK, LinkedIn, Care for Kids).
- Applicants complete an Employment Application form. (See Employment Application)

#### **Interview (Selection Panel)**

- The selection panel will draw up suitable interview questions, which relate to all aspects of the position and ensure equal opportunity guidelines are followed. The panel will decide who will ask each question.
- The panel shall draw up a list of essential requirements for each answer.
- No longer than five (5) days after the closing date, the panel will meet to discuss the applications, develop a shortlist, 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 the

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 the 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.

#### Staff Orientation:

- 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.

## Educator Code of Conduct and Professional Expectations

All new educators will be introduced to the OSHC Code of Professional Standards, duty of care, and workplace expectations during their orientation. Educators are made aware of their responsibilities regarding supervision, health, and safety, and are expected to understand and perform their duties in line with their job description and the service's philosophy and policies. Any concerns with policies must be raised with the Coordinator or management liaison.

Ongoing professional conduct will be reviewed throughout employment. Any breaches in expectations will be addressed immediately by management and the Coordinator. If the concern involves the Coordinator, two management representatives will manage the matter. All discussions will be documented, and expectations clearly explained. Repeated issues will follow the discipline procedure.

Educators are expected to:

- Begin duties on time and dress appropriately.
- Maintain professionalism in behaviour and language at all times.
- Not attend work under the influence of drugs or alcohol, or when unfit due to illness or injury (and must notify the service promptly).
- Respect confidentiality and follow child protection policies.
- Work cooperatively as part of a team and communicate with families in line with service procedures.
- Address conflicts through the grievance procedure.

The service is a smoke-free zone; educators must not smoke in or near the premises or in view of children. Ongoing training and development are encouraged, and management will allocate budget funds for this purpose to support skills improvement and service quality.

## 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 service's 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 services 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, actions 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.

## CONSIDERATIONS

Sources	Related Policies
<ul style="list-style-type: none"> <li>● National Quality Framework: Quality Area 2, 4 and 7</li> <li>● Education and Care Services National Law 2010.</li> <li>● Education and Care Services National Regulations (regs. 4(1), 10, 12, 13, 26, 35, 56, 82, 83, 84, 85, 117, 118, 120, 122, 123, 135, 136, 145, 146, 147, 148, 149, 150, 151, 152, 161, 161A, 162, 162A, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 183, 188, 243, 244).</li> <li>● NSW Anti-Discrimination Act 1977</li> <li>● Fair Work Act 2009</li> <li>● Children and Young Persons Act 1998 (NSW)</li> </ul>	<ul style="list-style-type: none"> <li>● Dealing with Complaints</li> <li>● Governance and Management</li> <li>● Roles of Management</li> <li>● Policy Development and Review</li> <li>● Privacy and Confidentiality</li> </ul>

## REVISIONS:

Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee

## 4.2 Leave, Complaints and Disciplinary Action

### STAFF LEAVE ENTITLEMENT:

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Our Centre supports staff to achieve a healthy work-life balance through leave entitlements consistent with the National Employment Standards and relevant Awards. We ensure transparent and fair management of leave types including: annual, personal/carer's, parental, long service, community service, domestic violence, compassionate leave, RDOs, and time in lieu. Staff are informed of their entitlements and processes for applying for leave.

#### General Procedure for Requesting Leave:

- All employees must submit a Leave Request Form to the Nominated Supervisor for:
  - Annual Leave
  - Long Service Leave
  - Leave Without Pay
  - Time in Lieu
- Leave Request Forms must be submitted at least 2 weeks prior to the requested leave date.
- Leave will not be granted to two (2) employees for the same period.
- Employees will receive written notification once the leave request has been approved or declined.

#### Leave Types:

##### Annual Leave

- Annual leave accumulates from the first day of employment.
- Leave must be accumulated before it can be taken as paid leave.
- Employees may be directed to take annual leave if they have an excessive balance (e.g. more than 6 weeks).
- During the Christmas shutdown, staff are required to take annual leave. If not enough leave is accrued, Leave Without Pay will apply.

##### Personal/Carer's Leave

- Personal Leave begins to accumulate from the first day of employment and must be accumulated before use.
- If unwell and unable to attend work, employees must notify the Nominated Supervisor or designated nominee at least 4 hours before their rostered shift.
- Text, email, or private messages are not acceptable forms of notification. Do not leave messages with colleagues.
- Failure to notify the service may result in termination for abandonment of employment.
- Evidence such as a medical certificate or statutory declaration may be requested.
- Unpaid personal/carer's leave (2 days per year) is available to all employees, including casuals, under specific circumstances.

### Parental Leave

- To access unpaid parental leave, the employee must have worked for the same employer for at least 12 months.
- Up to 12 months' unpaid leave is available, with an option to request an additional 12 months.
- Employees must give at least 4 weeks' notice to change their return-to-work date.
- Paid Parental Leave (up to 26 weeks by 2026) is administered through the government scheme.

### Long Service Leave

- Staff are eligible for Long Service Leave after 10 years of continuous service.
- Leave is granted in accordance with the Long Service Leave Act 1955.
- Staff must submit a Leave Request Form at least 2 weeks in advance.

### Leave Without Pay

- Leave Without Pay will only be approved when all other leave entitlements are exhausted.
- A Leave Request Form must be submitted at least 2 weeks prior and approved by the Nominated Supervisor.

### Community Service Leave / Jury Duty

- Leave is available for emergency service duties and is unpaid (except Jury Duty).
- Staff must provide evidence of participation and notify the service as early as possible.
- Employers may provide make-up pay for up to 10 days of Jury Duty.

### Family and Domestic Violence Leave

- All employees are entitled to 10 days paid leave annually (non-accruing).
- The leave resets on the employee's work anniversary.

### Compassionate Leave

- All employees may access compassionate leave in the event of:
  - Death or serious illness of an immediate family member
  - Stillbirth or miscarriage (including partner's miscarriage)
- Permanent staff are entitled to paid leave; casuals to unpaid leave.

### Flexible Work Requests

- Employees eligible under the Fair Work Act may request flexible working arrangements after 12 months of employment.
- Requests must be in writing and responded to within 21 days.

### Superannuation

- Super will be paid at the statutory rate. A Standard Choice Form is available from the Nominated Supervisor.

### Resignation/Termination

- Employees must give notice to the nominated supervisor according to their Award:

Years of Service	Notice Required
≤ 1 year	1 week
>1 - ≤3 years	2 weeks

>3 - ≤5 years	3 weeks
>5 years	4 weeks

#### Absence Without Notification

- If an employee fails to notify or attend work, the service will attempt contact.
- If unresponsive, the employee may be deemed to have abandoned employment.

#### Rostered Days Off (RDOs)

- Full-time employees accrue RDOs by working additional hours.
- RDOs are scheduled monthly and reflected in the staff roster.

#### Overtime and Time in Lieu (TIL)

- Overtime applies when employees work:
  - Over 38 hours/week
  - Outside ordinary hours (e.g. 6:00am – 6:30pm)
- Overtime must be pre-approved by the Nominated Supervisor.
- Employees may choose Time in Lieu instead of overtime pay. Submit a Leave Request Form to claim TIL.

## DEALING WITH STAFF COMPLAINTS:

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### 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 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:

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- 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 a copy put on the educator's 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 educator's 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 employee's file.
- If the employee is vindicated of the accusation, all relevant formal documentation is to be removed from their file.

## CONSIDERATIONS

Sources	Related Policies
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- National Quality Framework: Quality Area 2, 4 and 7
- Education and Care Services National Law 2010.
- Education and Care Services National Regulations (regs. 4(1), 10, 12, 13, 26, 35, 56, 82, 83, 84, 85, 117, 118, 120, 122, 123, 135, 136, 145, 146, 147, 148, 149, 150, 151, 152, 161, 161A, 162, 162A, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 183, 188, 243, 244).
- NSW Anti-Discrimination Act 1977
- Fair Work Act 2009
- Federal and State Occupational Safety and Health Legislation
- Federal and State Equal Opportunity Legislation and any other relevant industrial awards
- Children and Young Persons Act 1998 (NSW)

- Dealing with Complaints
- Governance and Management
- Roles of Management
- Policy Development and Review
- Privacy and Confidentiality

## REVISIONS:

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Date of next review: 11/11/2025

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## 4.3 Non-Staffed Individuals

### VOLUNTEERS, STUDENTS AND VISITORS:

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#### 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 service's 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 student's 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 student's suitability and work with the Coordinator in relation to times and expectations. The training organisation must provide written authorisation for the student and a copy of their insurance. This will be kept on file.
- All placements will be negotiated through the Coordinator and placement will only be accepted at the discretion of the Coordinator based on issues such as educator ability to supervise and be available to help the students.
- After the Coordinator sees the placement as worthy they will seek approval from management at the next meeting, or if unable to do so prior, get approval from the Chairperson or another 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 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 should 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

## RELIEF STAFF

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To maintain continuity of care, we engage qualified relief educators when regular staff are unavailable. Relief educators are employed in accordance with the National Regulations to meet or exceed educator-to-child ratios, ensuring a consistent and safe environment for all children. This procedure applies to management, approved provider, nominated supervisor, educators, staff including casual staff, of the OSHC Service. **Relief staff** refers to individuals who are employed on a casual or temporary basis

- 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 service's 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 service's expectations prior to commencement.
- Relief educators must adhere to all areas of confidentiality.
- Anyone who will be collecting children from school will be given clear instructions as to the meeting place, list of children to be collected, special service identification (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.

## CONSIDERATIONS

Sources	Related Policies
<ul style="list-style-type: none"> <li>• National Quality Framework: Quality Area 2, 4 and 7</li> <li>• Education and Care Services National Law 2010.</li> <li>• Education and Care Services National Regulations (regs. 4(1), 10, 12, 13, 26, 35, 56, 82, 83, 84, 85, 117, 118, 120, 122, 123, 135, 136, 145, 146, 147, 148, 149, 150, 151, 152, 161, 161A, 162, 162A, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 183, 188, 243, 244).</li> <li>• NSW Anti-Discrimination Act 1977</li> <li>• Fair Work Act 2009</li> <li>• Federal and State Occupational Safety and Health Legislation</li> </ul>	<ul style="list-style-type: none"> <li>• Dealing with Complaints</li> <li>• Governance and Management</li> <li>• Roles of Management</li> <li>• Policy Development and Review</li> <li>• Privacy and Confidentiality</li> </ul>

<ul style="list-style-type: none"> <li>• Federal and State Equal Opportunity Legislation and any other relevant industrial awards</li> <li>• Children and Young Persons Act 1998 (NSW)</li> </ul>	
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**REVISIONS:**

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Date	Reviewer	Approved by
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## 4.4 Staff Communication and Wellness

### COMMUNICATION:

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#### 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 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.

## STAFF WELLNESS PROGRAM

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This procedure applies to children, families, staff, educators, approved providers, nominated supervisors, students, volunteers and visitors of the OSHC Service. To provide clear steps for staff to support and participate in the Staff Wellness Program, ensuring a shared responsibility for maintaining a healthy, supportive and respectful work environment.

### Staff Participation and Engagement

- Employees are encouraged to create a shared vision to develop a Wellness Program that reflects and addresses the needs of current staff and creates a wellness culture.
- Staff may choose to participate in the Wellness Program (optional) and are encouraged to communicate their wellness with management.
- Employees are expected to commit to further contributions to ongoing collaborative engagement to evaluate and enhance the Wellness Program.
- All educators must work within the OSHC Service's procedures and policies implemented to address workplace wellness.

### Promoting Wellness Domains

Staff are encouraged to engage in activities and behaviours that reflect the following wellness areas:

#### Environmental Wellness:

- Find satisfaction within the work environment.
- Ensure workplace relationships are comfortable and supportive.
- Recognise and act on opportunities that lead to new skills.
- Contribute to the stability and longevity of the natural environment.

#### Emotional Wellness:

- Maintain a positive attitude.
- Be sensitive to your own and others' feelings.
- Cope with stress and be realistic about expectations and time.
- Take responsibility for your own behaviour and manage personal and financial matters realistically.
- View challenges as opportunities and know when to ask for help.

### Spiritual Wellness:

- Be open to different cultures and religions.
- Participate in community projects and spiritual activities.
- Define personal values and ethics.
- Care for the welfare of others.

### Social Wellness:

- Accept and interact with people from various backgrounds and lifestyles.
- Foster positive relationships and communicate feelings effectively.
- Engage in social activities and develop friendships.
- Balance time between work and personal life.

### Intellectual Wellness:

- Engage in learning for personal growth.
- Stay current with professional knowledge and participate in training.
- Be observant, listen, question, and explore new experiences.

### Physical Wellness:

- Exercise regularly, eat healthily, and get regular medical check-ups.
- Avoid the use of tobacco and illicit drugs.

### Workplace Conduct and Culture:

- All staff must be respectful, caring and inclusive of all colleagues.
- Employees should utilise each other's strengths, regardless of qualifications and experience.
- Educators should support colleagues during difficult situations and work both independently and as a team.

### Management Responsibilities (Approved Provider/Nominated Supervisor):

- Collaborate with staff to develop the Wellness Program.
- Ensure that wellness strategies meet staff needs and provide mentoring, development, and capacity-building opportunities.
- Provide a supportive environment and limit contact with employees outside of normal hours, unless necessary for business purposes.
- Ensure no disciplinary action is taken for non-response to non-urgent communications after hours.
- Promote mental health days and ensure staff take required breaks.
- Provide access to support services and regularly share wellness resources.

## CONSIDERATIONS

Sources	Related Policies
<ul style="list-style-type: none"><li>• National Quality Framework: Quality Area 2, 4 and 7</li><li>• Education and Care Services National Law 2010.</li><li>• Education and Care Services National Regulations (regs. 4(1), 10, 12, 13, 26, 35, 56, 82, 83, 84, 85, 117, 118, 120,</li></ul>	<ul style="list-style-type: none"><li>• Dealing with Complaints</li><li>• Governance and Management</li><li>• Roles of Management</li></ul>

122, 123, 135, 136, 145, 146, 147, 148, 149, 150, 151, 152, 161, 161A, 162, 162A, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 183, 188, 243, 244).

- NSW Anti-Discrimination Act 1977
- Fair Work Act 2009
- Federal and State Occupational Safety and Health Legislation
- Federal and State Equal Opportunity Legislation and any other relevant industrial awards
- Children and Young Persons Act 1998 (NSW)

- Policy Development and Review
- Privacy and Confidentiality

## REVISIONS:

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## 4.5 Unexpected Death at the Service

### PROCEDURE

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This procedure outlines the steps to be taken by educators, staff, and management in the tragic event of a child or staff member's death while at the OSHC Service. This is to ensure immediate and appropriate action, compliance with legal obligations, and care for the wellbeing of all individuals involved.

#### Initial Response

1. Assess the situation as per service and First Aid procedures for any immediate danger to other staff and children.
2. Provide immediate First Aid and/or CPR in accordance with current First Aid training.
3. Call an ambulance immediately: 000.
4. Assess the situation again for any further danger to staff or children.

#### Notifications

- The management/responsible person will call the emergency contact person of the staff member.
- The Service must not advise parents of the death of their child; medical staff/emergency services will advise families of the situation.
- Notify regulatory authorities including:
  - a. State/Territory Education Regulatory Authority: NSW Department of Education – Early Childhood Education Directorate
  - b. SafeWork (Work Health and Safety Regulator). Must be notified immediately (within one hour) if the death is work-related (e.g. staff member). Contact: SafeWork NSW – Phone: 13 10 50
  - c. Child Protection Helpline (if applicable) If the death is related to suspicious circumstances, neglect, or abuse, a report may also be required to the local child protection authority. Department of Communities and Justice – Child Protection Helpline Phone: 132 111 (24/7)
  - d. Optional (Depending on Context):
    - i. Coroner's Office – Usually contacted by emergency services, but your service may be involved if requested.
    - ii. Insurance Provider – While not a regulatory authority, immediate contact is necessary for legal and procedural reasons.
- Notify the approved provider (if not at the Service).
- The responsible person will complete in detail the Service's Incident, Injury, Trauma and Illness form.
- The approved provider will log the incident on the NQA IT System within 24 hours, attaching the incident form and evidence:  
<https://www.acecqa.gov.au/resources/national-quality-agenda-it-system>
- Notify SafeWork [in your state/territory] within the first hour of the incident/fatality occurring.

- Secure the area around where the fatality occurred to prevent further incident or injury and adhere to any non-disturbance requirements under the Work Health and Safety Act 2011.
- Management/approved provider will contact the insurance company.

## Following Legal Requirements

- Ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy.
- Follow directions/protocols provided by the regulatory authority/SafeWork.
- Request support for protocols when notifying families and children, sharing information, and managing social media (while adhering to privacy and confidentiality laws).
- Ensure records for the deceased child are kept for 7 years from the date of the child's death
- Recognise the unexpected death of a staff member as a notifiable incident and report it via the NQA IT System within 24 hours.

## Supporting Families, Staff, and Children

- Ensure parents, families, children and educators receive adequate and appropriate post-incident support.
- Provide support and comfort to the family of the colleague (phone calls, reassurance, legal advice, workers compensation information etc.).
- Transition children away from the area.
- Demonstrate sensitivity, open mindedness and a balanced approach.
- Recognise and support cultural needs of staff, children and families.
- Ensure all evidence is preserved.
- Maintain accurate and detailed record keeping.
- Contact legal representatives for support and direction.
- Establish protocols for staff and educators to discuss the traumatic event.
- Advise staff of social media protocol for the event.
- Provide professional and sensitive communication with families of the Service.
- Engage the services of health care professionals (counselling and support for staff).
- Cooperate on an ongoing basis with inter-agencies involved in the investigation.

## Wellbeing Support

- Engage health professionals, such as counsellors and psychologists, to support educators.
- Help educators guide children through grief and re-engage them in learning.
- Educators will:
  - Answer questions simply and honestly.
  - Allow children to express emotions and feelings.
  - Provide appropriate comfort.
  - Implement learning experiences like drawing, movement, and play.
  - Create a safe space for alone time when needed.

- Seek advice and support from professionals to provide appropriate materials for families.

## Staff Wellbeing Actions

- Provide grief counselling as soon as possible.
- Be present as a team to support one another day-to-day.
- Provide private grieving opportunities (e.g. flexible rostering).
- Contact other services or providers for emergency support or to allow attendance at a funeral if appropriate.
- Monitor staff for ongoing suffering and offer immediate support.
- Discuss employee leave entitlements (sick, FACS, long service, unpaid).
- Promote self-care for all staff in the workplace.

## CONSIDERATIONS

Sources	Related Policies
<ul style="list-style-type: none"> <li>• National Quality Framework: Quality Area 2, 4 and 7</li> <li>• Education and Care Services National Law 2010.</li> <li>• Education and Care Services National Regulations (regs. 4(1), 10, 12, 13, 26, 35, 56, 82, 83, 84, 85, 117, 118, 120, 122, 123, 135, 136, 145, 146, 147, 148, 149, 150, 151, 152, 161, 161A, 162, 162A, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 183, 188, 243, 244).</li> <li>• NSW Anti-Discrimination Act 1977</li> <li>• Fair Work Act 2009</li> <li>• Federal and State Occupational Safety and Health Legislation</li> <li>• Federal and State Equal Opportunity Legislation and any other relevant industrial awards</li> <li>• Children and Young Persons Act 1998 (NSW)</li> </ul>	<ul style="list-style-type: none"> <li>• Dealing with Complaints</li> <li>• Governance and Management</li> <li>• Roles of Management</li> <li>• Policy Development and Review</li> <li>• Privacy and Confidentiality</li> </ul>

## REVISIONS:

Date of next review: 11/11/2025

Date	Reviewer	Approved by
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## 4.6 Interacting with Children, Families and Staff

### POLICY STATEMENT:

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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 aim to build positive relationships with children, families, and educators through collaboration and interactions, which is reflective of our Out of School Hours Care (OSHC) Service philosophy and the My Time, Our Place Framework (V2.0). Educators will encourage positive relationships between children and their peers as well as with educators and families at the Service, ensuring children feel safe and supported.

Educators will utilise opportunities in their interactions with children to develop an understanding of each other's expectations leading to a deeper understanding of each other and the negotiation of clear boundaries regarding safety, respect for others and procedures for creating a caring environment.

To build and maintain positive and respectful relationships with children, families, and educators our OSHC Service will adhere to our statement of philosophy and the ACA Code of Ethics. We aim to provide a child safe culture where our values and practices that guide the attitudes and behaviour of all staff are guided by the National Principles for Child Safe Organisations and the implementation of the Child Safe Standards.

### DIRECTIONS:

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#### The Approved Provider/Nominated Supervisor Will:

- Ensure obligations under the Education and Care Services National Law and National Regulations are met.
- Ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and procedure.
- Ensure all new employees, students and volunteers are provided with a copy of this policy as part of their induction process.
- Create a welcoming and relaxed atmosphere in which children experience equitable, friendly and genuine interactions with all educators.
- Ensure environments are created to ensure children feel safe, valued, understood and supported to learn.
- Meet educator to child ratio and qualification requirements.
- Ensure all educators and staff have undertaken current child protection legislation training including mandatory reporting requirements and obligations.
- Ensure all educators and staff are aware of the procedure of reporting allegations of abuse, neglect, harm or ill-treatment.
- Ensure that no child is subjected to any form of corporal punishment or any discipline that is unreasonable or inappropriate in the circumstances (S. 166 National Law).

- Support educators to use trauma-informed practices to recognise and respond to the emotional needs of children.

## Educators Will:

- Maintain a positive attitude in all interactions with children.
- Role-model appropriate language and behaviour.
- 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 stigmatisation.
- 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.
- Treat children equally regardless of race, cultural background, religion, sex or ability.
- Support children to be aware of their own feelings as well as the feelings of others.
- Encourage children to treat all other children with respect.
- Provide children with the opportunity to explore their dispositions for learning by expressing themselves and their opinions.
- Ensure children are aware of how to raise concerns or provide feedback (child-focused complaint handling system – Dealing with Complaints Policy).
- Respond or report to children about how their feedback has been acted upon.
- Assist the children to build resilience and self-assurance through positive interactions.
- Guide children's behaviour positively (see Behaviour Guidance Policy).
- Speak to children at their level and use voice intonations, facial expressions and body language to assist in conveying messages.
- Collaborate with children regarding daily routines and practices, including programming of experiences.
- Organise environments and spaces that promote group interactions and meaningful play.
- Collaborate with children to develop simple, clear rules and consequences, focusing on care and respect.
- Ensure consistent enforcement of rules by all educators.
- Follow up all issues through discussion and strategy development.
- Act as a positive role model using respectful language and tone.
- Encourage and reward acceptable behaviour with praise and feedback.
- Focus on behaviours, not the child.
- Help children develop self-discipline, conflict resolution and self-esteem.
- Provide opportunities for positive peer and adult relationships.
- Respect and respond to children's efforts to communicate, using their own language and culture.
- Ensure understanding during interactions and allow children to question or respond.
- Communicate respectfully, using children's names, eye contact and empathy.
- Ensure appropriate physical contact and safe bodily space.
- Identify inappropriate interactions and refer to the Providing a Child Safe Environment policy.

- Maintain defined boundaries with children and families.
- Understand mandatory reporting requirements and respond immediately to any incidents, suspicions or disclosures.
- Ensure no child is isolated unless due to illness, injury or approved appointments with supervision.
- Regularly reflect on their interactions and strive for continuous improvement.
- Facilitate development extending upon children's strengths, interests and abilities.

### Children Will:

- Be treated with 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.
- Be encouraged to listen to others with respect.
- Have opportunities to use and share their home language.
- Collaborate with staff in developing service routines, procedures and rules.
- Encourage their peers to adhere to rules and expectations.
- Participate in experiences that build relationships with others.
- Assist educators in developing programs reflecting their needs and interests.
- Have their need for solitude respected.
- Develop understanding of the consequences of their actions and responsibility for their behaviour.

### Dealing With Consistently Inappropriate Behaviours

When a child demonstrates unacceptable behaviour consistently, educators will:

- Ensure the child understands the limits and expected behaviour.
- Assess if expectations are developmentally appropriate.
- Identify potential environmental or situational causes.
- Discuss issues with the child and their family.
- Record all incidents with relevant details.
- Develop an action plan and engage families, staff and professionals in reviewing progress.

### Where A Child Demonstrates Physically Harmful Behaviours

Educators will:

- Remove the child from the situation immediately.
- Attend to any injuries and apply first aid.
- Record the incident details comprehensively.
- Notify the families of all children involved.

### Exclusion For Unacceptable Behaviour

Where behaviours persist despite intervention:

- Management will be informed and involved.

- Exclusion will be considered only after:
  - Adequate support and counselling.
  - Family engagement and strategy discussions.
  - Referrals to external agencies (if required).
  - Thorough review by educators and management.
  - Clear re-entry procedures are established.

## Exclusion from School for Unacceptable Behaviour

To ensure our service provides a child safe environment for all children any children who are sent home from school for a behavioural related reason are not to attend after school care that same day.

## CONSIDERATIONS

Sources	Related Policies
<ul style="list-style-type: none"> <li>• National Quality Framework: Quality Area 5, 6</li> <li>• Education and Care Services National Regulations (166, 73, 84, 115, 117A, 118, 123, 126, 145, 155, 156, 157, 168, 170).</li> </ul>	<ul style="list-style-type: none"> <li>• Child Behaviour Management</li> <li>• Child Protection Policy</li> <li>• Child Safe Environment Policy</li> <li>• Dealing with Complaints Policy</li> <li>• Educational Program Policy</li> <li>• Enrolment Policy</li> <li>• Governance Policy</li> <li>• Incident, Injury, Trauma and Illness Policy</li> <li>• Privacy and Confidentiality Policy</li> <li>• Social Media Policy</li> <li>• Staffing Arrangement Policy</li> <li>• Student and Volunteer Policy</li> <li>• Supervision Policy</li> </ul>

## REVISIONS:

Date of next review: 11/11/2025

Date	Reviewer	Approved by
11/11/2024	Policy Team	Committee
1/12/2025	Policy Team	Committee

## 4.7 Tobacco, Drug, and Alcohol-free

### POLICY STATEMENT:

Asquith Community After School Care Centre is committed to creating and maintaining a safe, healthy, and productive environment for all children, staff, educators, management, students, volunteers, and visitors. In accordance with the *Education and Care National Law and Regulations*, our *Code of Conduct*, and the *2.3 Providing a Child Safe Environment Policy*, our service is strictly tobacco, drug, and alcohol-free at all times.

The use of alcohol or other drugs can impair a person's capacity to work safely, supervise effectively, and provide quality education and care to children, leading to increased risks, hazards, and inefficiencies.

All individuals associated with our service are expected to present and remain fit for duty, free from the influence of drugs or alcohol, including prescription medication that may impair their ability to care for or supervise children. This policy applies at all times, including during service hours and at service-related events, and sets out clear expectations for behaviour and conduct, ensuring a safe, supportive, and drug-free environment for every child, employee, and visitor.

### DEFINITIONS:

Term	Definition
Alcohol	Alcohol is the most commonly used depressant drug. It affects both mental and motor function. <b>Examples include beer, wine, spirits.</b>
Drugs	<p><b>Illegal Drugs:</b> drugs such as cannabis, amphetamines, ecstasy, cocaine and heroin, are illegal. They are not subject to quality or price controls and the amount of active ingredients varies. A person using illegal drugs can never be sure of how strong the drug is, or what is actually in it.</p> <p><b>Prescription Drugs:</b> Prescribed and over the counter medications can also be misused for the purposes of intoxication. Employees taking medication should find out how it may affect them by consulting their doctor and advising the Nominated Supervisor or Responsible Person if the prescribed medication will affect their mental and physical ability to perform their duties safely.</p> <p><b>Illicit Drugs:</b> Illicit drugs include-illegal drugs, prescription medicines that have been obtained illegally or are not being used for medicinal purposes and other substances that are being used inappropriately — for example, sniffing glue or inhaling paint thinner.</p>
Under the Influence	Includes a person who has taken drugs or alcohol that <b>interferes with sound judgement and acceptable behaviour</b> that may impair mental and physical ability to perform their duties safely.
E-Cigarettes (Vaping)	Battery-powered devices called <b>e-cigarettes</b> are utilised to heat a liquid substance that generates a vapor, which is then inhaled, thus imitating the smoking process

## DIRECTIONS:

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### Use of Tobacco, Drugs and Alcohol

- Asquith After School Care Centre supports the *Smoke Free Environment Act 2000*.
- The company and its employees will follow all conditions outlined in this act.
- Asquith After School Care Centre is bound by the Education and Care Services National Regulations. Alcohol, drugs, or other substance abuse by employees can have serious adverse effects on their own health and the safety of others. As such, all employees must not:
  - Consume illegal drugs or alcohol prior to starting work
  - Consume illegal drugs or alcohol while working
  - Be under the influence of illegal drugs or alcohol while working
  - Use or possess illegal drugs at any workplace
  - Drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances, or bring alcohol or any illegal drugs onto the premises.
- Smoking or vaping is NOT permitted in or on surrounding areas of the OSHC Service. (The smoking ban extends to an area of up to 5m around the land the service is approved to provide education and care).
- It is expected that the odour of cigarette/e-cigarette smoke will not be detected on an employee's clothing or hands. If an employee is found smoking on the premises, that employee may be terminated. Smoking or vaping is NOT permitted while staff are supervising or participating in excursions.

Employees undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties are required to report this to the nominated supervisor. A medical certificate may be required prior to their approval to provide education and care.

### Respect for People and the Oshc Service

- Management and employees understand that workplace health and safety is everyone's responsibility.
- Management and employees have a responsibility to take reasonable care for the health and safety of themselves and others at the workplace to enable compliance with the work health and safety legislation outlined in the Work Health and Safety Policy.
- Management and employees must provide adequate supervision of children at all times and ensure the health, safety and welfare of children and young people in their care. This includes taking all reasonable action to protect children and young people from risk of harm that can be reasonably predicted.
- Management and employees are committed to the Service philosophy and values, inclusive of best practice in early childhood education and building positive partnership with children, families and staff.

### Expectations of Leaders and Management

Leaders and management are expected to:

- Keep employees informed about essential information and any relevant changes and make all documents readily accessible to them
- Model professional behaviour at all times whilst at the OOSH Service

- Take appropriate action if a breach of the *4.7 Tobacco, Drug and Alcohol-Free Policy* occurs
- Advise new employees and volunteers to service the Tobacco, Drug and Alcohol-Free Policy during the induction process. Visitors will be advised of the policy through signage at the front entrance of the service
- Families and visitors are reminded that smoking is not permitted in or around the OSHC Service
- Families and visitors are reminded that they should not enter the premises if they are under the influence of prohibited drugs or alcohol

## Expectations of Employees

Employees will:

- Act honestly and exercise attentiveness in all service operations
- Carry out all lawful directions, retaining the right to question any direction which they consider to be unethical. If uncertain they can seek advice from the nominated supervisor, approved provider or the Ombudsman
- Report any instances of suspected alcohol or drug use at the OSHC Service
- Be mindful of their duty of care towards themselves and others
- Not sell, offer to sell, purchase, use, transfer or hold possession of illegal drugs while on the OOSH Service premises or when representing the service after operating hours
- Be committed to valuing and promoting the safety, health, and wellbeing of employees, volunteers, children, and families
- Ensure that they are not, by the consumption of drugs or alcohol, in such a condition as to endanger their own safety or that of others at the OSHC Service
- Ensure they do not operate heavy machinery or operate/drive vehicles while under the influence of or used or consumed drugs or alcohol.

## Adhering to Service Confidentiality

- All issues pertaining to these matters shall be kept strictly confidential
- Unless authorised to do so by legislation, employees must not disclose or use any confidential information without appropriate approval
- All employees are to ensure that confidential information is not accessed by unauthorised people
- Employees will adhere to the Service's *1.12 Privacy and Confidentiality Policy*.

## Social Events and Functions

Asquith Community After School Care Centre expects all employees to follow the *4.7 Tobacco, Drug and Alcohol-Free Policy* and Code of Conduct during social events held at the service or an external venue including events held outside of general operating hours. Management will arrange non-alcoholic drinks and food to be supplied and public transport arranged where required. It is expected all staff act responsibly while at service social events and gatherings.

## Reasonable Belief or Suspicion

If a co-worker suspects a colleague to be affected by drugs or alcohol, they must inform the nominated supervisor immediately. Employees will report any concerns they may have about inappropriate actions of any other employee that involves the use of drugs or alcohol at the service to management. Any incidents or reports are to be documented confidentially including action taken which followed the incident or report.

Management will observe and document any reasonable suspicions that an employee is under the influence of drugs or alcohol, this may include:

- Observe any smell of alcohol
- Eye dilation or red/bloodshot eyes
- Slurred speech
- Unable to act in a professional manner within the workplace
- Emotions where the employee is argumentative, agitated, irritable or drowsy
- Movements where the employee is unsteady or fidgety or other behaviours.

If the nominated supervisor or responsible person has reasonable grounds to believe that an employee is under the influence of illegal drugs or alcohol, they will be removed immediately from working directly with children. Discipline action may follow, which may include termination of employment due to a breach of service policy. A breach in the *4.7 Tobacco, Drug and Alcohol-Free Policy* may result in termination of employment, even for a first offence.

The employee may be requested to submit to a drug or alcohol screening test if there is reasonable suspicion the employee is under the influence whilst working directly with children at the education and care service. The employee is expected not to return to work until the test results are available.

### Breaching the Policy

All staff members are made fully aware that any breaches of the *4.7 Tobacco, Drug and Alcohol-Free Policy* and role responsibilities may lead to termination of employment, including:

- Reporting to work under the influence of alcohol or drugs
- Possessing or selling drugs at the Service
- Failure to follow policies and procedures.

No employee will be allowed to work under the influence of drugs or alcohol. A breach of this policy may initiate appropriate action including the termination of employment.

### Workplace Health and Safety (WHS) Legislation

*The Work Health and Safety Act 2011 and Work Health and Safety Regulation 2017* involves the management of risks to the health and safety of everyone in the workplace. This includes providing a tobacco, drug and alcohol-free workplace for children, visitors and employees at the service.

## CONSIDERATIONS

Sources	Related Policies
<ul style="list-style-type: none"> <li>• <i>National Quality Framework: Quality Area: 2, 4 &amp; 7</i></li> <li>• <i>Education and Care Services National Law 2010</i></li> <li>• <i>Education and Care Services National Regulations (82-84, 155, 168, 170, 190)</i></li> <li>• <i>Work Health and Safety Regulation 2017</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>1.14 Child Protection Policy</i></li> <li>• <i>2.3 Providing a Child Safe Environment Policy</i></li> <li>• <i>4.2 Leave, Complaints and Disciplinary Action Policy</i></li> <li>• <i>2.2 Excursions/incursions/extra-curricular activities Policy</i></li> <li>• <i>4.6 Interacting with Children, Families and Staff Policy</i></li> <li>• <i>1.12 Privacy and Confidentiality Policy</i></li> </ul>

## REVISIONS:

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Date of next review: 27/03/2025

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27/08/2025	Policy Team	Committee