

After School Hours Care Policy

1 Document Information

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Author	Community Services Manager
Owner <i>(Relevant director)</i>	Director of Finance & Corporate Services
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Next Review Date	For consistency all policies will be adopted after review within 18 months of being adopted by Council or within 12 months of Council being elected. The Sun Protection policy will not be changed unless advised by Cancer Council NSW and Network of Community Activities.
Minute number <i>(once adopted by Council)</i>	18/08/10

2 Summary

This document contains all policies and procedures relating to the operation of Cabonne After School Hours Care.

3 Approvals

Title	Date Approved	Signature
Director of Finance & Corporate Services		

4 History

Minute No.	Summary of Changes	New Version Date
13/08/22	First formal adoption by Council. Will replace Mullion Creek After School hours Care Service policy.	20 August 2013
13/09/30	Readopted as per s165(4)	17 September 2013
18/08/10	Updates made throughout document. Environmental Sustainability policy added into policy. Readopted as per s165(4)	28 August 2018

5 Reason

Please refer to individual policies

6 Scope

Please refer to individual policies

7 Associated Legislation

Please refer to individual policies

8 Definitions

A body of water:

The service recognises the following locations are bodies of water;

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

9 Responsibilities

Please refer to individual policies

10 Related Documents

Document Name	Document Location

11 Policy Statement

Table of Contents

Cabonne After School Hours Care Services	4
Our Philosophy	7
Acceptance and Refusal of Authorisations	8
Animals	10
Behaviour Guidance	13
Complaints Procedures	16
Confidentiality	18
Dealing with Medical Conditions and Medical Administration	21
Delivery and Collection of Children	25
Emergency and Evacuation	28
Enrolment and Orientation	31
Environmental Sustainability	34
Excursions	36
Fees	40
Food and Nutrition	43
Governance and Management	46
Hygiene	51
Inclusion	54
Infectious Diseases	57
Interactions with Children	61
Isolation Policy	64
Management of Basic First Aid	65
Management of Incident, Injury and Trauma	68
Policy Development and Review	72
Providing a Child Safe Environment	74
Removal and Assumption of care of a Child from the Service by Community Services	82
Social Media	85
Staffing	87
Sun Protection	102
Water Safety	106

Cabonne After School Hours Care Services

Philosophy, Policies and Procedures

Index

Cabonne After School Hours Care Services Philosophy

Policies

Acceptance and Refusal of Authorities - required authorities for excursions, activities, medications, access to personal records, collection of children.

Animals – requirements and considerations for keeping a pet at the service.

Behavioural Guidance – procedures for ensuring a safe and secure environment for staff, children and families.

Complaints Procedure – procedures for persons to make a formal or informal complaint and subsequent actions.

Confidentiality – procedures for collecting personal information, disclosing information and maintenance of information. Storage of records. Guidelines for personal conversations with families.

Dealing with Medical Conditions and Medical Administration – requirements on enrolment of a child with a medical condition including management plans and communication plans. Staff's responsibilities if a child attends who has a medical condition or allergy. Requirements and authorisations for administering medication.

Delivery and Collection of Children – procedures for collection of children at beginning of session, collection of children at the end of the session, completion of attendance register and actions to take if a child is absent or missing.

Emergency and Evacuation – requirements for emergency evacuation procedures, required floor plans, assembly points, fire protection and prevention equipment and children's practice drills. Procedures if an unknown person harasses or threatens staff or children.

Enrolment and Orientation – guidelines for priority of access and enrolment waiting list, inclusion of children with special needs, required attendance and enrolment records, staff's responsibilities regarding children enrolled and booked in, cancellation of enrolments and orientation for new families.

Environmental Sustainability – strategies for implementing environmentally friendly practices.

Excursions - required risk management plans, equipment to be carried, authorisations, transportation guidelines and staff supervision responsibility. Procedures should a child be lost. Water safety and definition of a body of water.

Fees – requirements for making and cancelling a booking, a child's absence and closure of service. Guidelines for paying fees including CCS (Child Care Subsidy) information and

charges for late collection of child/children. Action to be taken for overdue fees and debt recovery. Procedures for fee increases.

Food and Nutrition – procedures for provision of a menu detailing food and drink provided at the service including any individual's special needs. Guidelines for education and modelling of healthy eating habits. Encouragement of contributions to menu and cooking from families. Requirements for storage and hygiene in regards to food handling.

Governance and Management – responsibilities of the Approved Provider, Cabonne Council, the services Nominated Supervisors and the Coordinator in regards to administrative requirements, financial management, facilities and environment, equipment and maintenance, review and evaluation of the service, confidentiality and work, health and safety.

Hygiene – requirements of staff to educate and model good hygiene practices for children upon entering and during a session. Staffs responsibilities in regards their own hygienic practices and their environment including keeping the environment, toys and equipment clean. Guidelines for safe storage and handling of food for staff and children.

Inclusion – procedures for being inclusive of all children in the service, practices to be followed, support available for inclusion of diversity.

Infectious Diseases – procedures for dealing with a sick child on arrival, a child who becomes unwell during a session and resumption of their attendance. Procedures to follow for infection control when dealing with cuts, bodily fluids etc. Management of HIV/AIDS/Hep B and C. Management of an infectious disease outbreak.

Interactions with Children – the required attitudes and actions required from staff during interactions with children. Dealing with inappropriate children's behaviour. Exclusion for unacceptable behaviours.

Isolation – Procedures to be followed when a solitary staff member is working at a service.

Management of Basic First Aid – requirements for qualifications for first aid for staff. Provision of, and maintenance of, first aid kits. Emergency first aid procedures and contact numbers.

Management of Incident, Injury, Illness and Trauma – requirements regarding families consent to medical treatment for child/children. First aid procedures to be conducted by staff. Procedures for a serious injury or death of a child or staff member. Defining a 'serious incident'.

Policy Development and Review – requirements when developing or reviewing policies and procedures, introduction of new policies to deal with events, stakeholder's involvement, notification and endorsement of new or amended policies.

Providing a Child Safe Environment – requirements and guidelines for staff, Coordinator and Management to follow when managing the facility, buildings, equipment, storage spaces, temperature and lighting, pests and vermin and play areas. Procedures for reporting beliefs that a child is at a significant risk of harm, information exchange guidelines and Working with Children Checks.

Removal and Assumption of care of a child from the Service by Community Services – guidance and staff procedures should Community Services arrive to assume care of child.

Social Media – guidelines for using technologies, social networking sights etc., the viewing by children of TV shows or DVD's and consequences for breaches

Staffing – a document outlining staff matters including staff recruitment, conditions of employment, staff orientation, staff professionalism, in-service training and development, review and appraisal, grievance procedure, disciplinary action, termination of employment, relief educators, volunteers, students and visitors, educator to child ratio's, communication between Management, Coordinator, staff, children and families and staffing arrangements.

Sun Protection – guidelines provided by the Cancer Council of NSW includes information regarding UV index, protecting clothing, the use of sunscreen, suitable times to play outdoors, staff role modelling and collaboration with children.

Supervision of Children - guidelines for supervision that ensures the children's health, safety and well-being at all times whether it is on the service premises or outside the service premises

Water Safety – a definition of a body of water, supervision requirements when near a body of water and when conducting a water based activity or when using water in the service environment.

Our Philosophy

We, at Cabonne After School Hours Care Services, are committed to providing high quality care for school aged children in an environment in which they will feel comfortable, safe and happy.

Our practices are guided by the “My Time, Our Place” Framework for School Age Care in Australia as we share their beliefs. We implement them by ensuring that;

- Children feel safe, secure and supported in our environment. They will be encouraged to feel ownership and a sense of belonging during their time with us by being valued and respected as individuals with their own emotions, ideas, opinions and goals. They will be encouraged to respect these characteristics in others during their participation in play and activities.
- Our Program includes a range of activities and experiences that cater to children’s physical, emotional, social and cultural needs taking into account the diversity of ages, abilities, skills and interests.
- Our routines and practices foster children’s respect for our environment and develop their sense of responsibility towards nature and the interdependence between all living things.
- Our routines include education on, and role modelling of, health and hygiene practices for children. Children will understand the importance of keeping their environment safe and clean, the benefits of their own hygiene practices and the benefits of good nutrition.
- We encourage open communication between staff, children, families and visitors to our service, respecting the beliefs, values and input of all. We will foster an interest in each other and the wider community to enhance the children’s feeling of belonging and their confidence in their world.

Acceptance and Refusal of Authorisations

Policy Statement

Our service will request authorisation from families when required to ensure the safety of the children and staff and may refuse a request unless the appropriate authorisation is provided. For example, if a child is to attend an extracurricular activity for which authorisation is required, but has not been given, this will result in the child not being able to participate in the activity. Authorisation must be in a written format, preferably on services forms designed for this purpose. Staff discretion may be used in some circumstances.

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

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

Authorisations from parents may also be required if:

- A child is leaving the service to attend an extra-curricular activity away from the service, for example, attending a sporting activity, dance, drama etc. that is run by another provider other than the after school care service.
- Children are leaving the service to make their own way home.

Considerations

- Education and Care Services National Regulation 93, 94, 99, 102, 157, 158, 161
- National Quality Standard: Quality Area 2.3 , 7.3
- Parent Information Booklet
- Staff Handbook
- Enrolment and Orientation Policy
- Dealing with Medical Conditions and Administration of Medication Policy
- Providing a Child Safe Environment Policy

Procedure

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

1. Ensure documentation relating to authorisation (permission) from parents/guardian contains:

- The name of the child enrolled in the service
- The date
- Signature of the child's parents/guardian or nominated person who is on the enrolment form
- The approximate time the child will return to the service if the child is leaving the service to attend an extra-curricular activity and the time they will return to the service, if applicable
- Original form/letter provided by the centre

2. Apply these authorisations to the collection of children, administration of medication, excursions and access to records.
3. Keeps these authorisations in the child's enrolment record.
4. Ensure the child will not be permitted to leave the service to attend any extra-curricular activity until authorisation is obtained from the parent/guardian
5. Ensure that children are not permitted to sign themselves out or leave the service without an authorised adult, unless written authorisation from the parent/guardian has been given or verbal permission with a subsequent written confirmation.
6. Obtain written authorisation, if a person other than parent/guardian or other nominated person cannot collect the child.
7. In certain circumstances verbal authorisation may be accepted at the discretion of the senior staff member on duty. In these instances staff will record in the sign in register, the time of the phone call with the parent/guardian and name of the person who will be collecting the child. Identity of the person collecting the child should be confirmed by sighting ID, preferably photographic ID, example current driver's license. This would be relevant in situations where there has been an emergency situation and no one from the child's authorised list is able to collect the child.
8. Exercise the right to refuse if written or verbal authorisations do not comply with the requirements as outlined above.
9. Waive compliance for authorisation where a child requires emergency medical treatment for conditions such as asthma and anaphylaxis. The service can administer medication without authorisation in these cases, provided they contact the parents/guardian as soon as practicable after the medication has been administered.

Policy first developed for Cabonne After School Hours Care Service 04/06/2013

Policy to be reviewed as per cover page.

Animals

Policy Statement

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

Considerations

- Dealing with Infectious Diseases Policy
- Management of Illness, Injury, Incident and Trauma Policy
- Providing a Child Safe Environment Policy
- Staying Healthy in Childcare
- Companion Animals Act 1998
- Prevention of Cruelty to Animals Act 1979

Procedure

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

a) Educators will;

- Wash hands after contact with animal, animal products or feed or animal environments.
- Supervise human-animal contact, particularly involving the younger children.
- Display animals in enclosed cages or under appropriate restraints.
- Do not allow animals to roam or fly free or have contact with wild animals/birds.
- Designate a specific area for contact with animals.
- Do not allow food in animal contact areas, do not allow animals in areas where food and drink are prepared and consumed.
- Clean and disinfect all areas where animals have been present. Children should only perform this task under adult supervision.
- Not clean animal cages or enclosures in sinks or other areas used to prepare food and drink.
- Obtain appropriate veterinary care if and when necessary and ensure the animals are kept immunized, clean and free of intestinal parasites, fleas, ticks, mites and lice.
- Prepare a weekly roster to ensure the animal is appropriately fed and cared for.
- Ensure any bedding, toys, litter tray, food feeding container or water container used or consumed by animals is inaccessible to children.

- Ensure that a procedure is in place for the care of animals over the weekend, public holidays and school development days if the service does not operate on these days. In this instance it may be necessary for staff to take the animal home with them or alternatively a family enrolled at the service may agree to care for the animal on these days.
- Remind children about hygiene practices required for handling an animal and ensure the practices are followed.
- Maintain adequate supervision of the children and animals at all times.
- Follow the services policies in relation to risk assessment, providing a child safe environment and/or any incidents, injuries sustained as a result of an interaction with an animal.

b) Minimising risk to health and safety

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

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

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

- Bat bites- Australian bats harbor a Lyssavirus, which is very similar to rabies virus. If you are scratched or bitten by a bat, immediately clean the wound with soap and running water for five minutes and contact your doctor or public health unit.
- Fish and other marine organisms- Scratches from fish and other marine organisms such as coral can cause unusual infections. If an injury caused by a fish, or a wound contaminated by sea, pond or aquarium water becomes infected, it is important to see a doctor and explain how the injury occurred.

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

Policy first developed for Cabonne After School Hours Care Services 05/06/2013

Policy to be reviewed as per cover page.

Version Date: 28 August 2018

Page 12 of 112

Behaviour Guidance

Policy Statement

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

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

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

Considerations

- Education and Care Services National Regulations 73, 74, 76, 155, 156, 157, 168
- National Quality Standard 1.2, 2.3, 3.1, 3.2, 5.1, 5.2, 6.1, 6.3
- Confidentiality policy
- Enrolment and Orientation Policy
- Providing a Child Safe Environment Policy
- Interacting with Children Policy
- Management of Incident, Injury, Illness and Trauma Policy
- Child Protection Policy
- Children's (Education and Care Services National Law Application) Act 2010
- UN Convention on the Rights of the Child
- My Time, Our Place

Procedures

a) Guidelines

- Educators will ensure that expectations relating to children's behaviour are clear and consequence for inappropriate behaviour are consistently applied.
- Educators will act as a positive role model for acceptable behaviour and encourage and reward acceptable behaviour
- Educators will have access to training and support in positive approaches to behaviour management. This will be made available as part of the training budget when possible.

Whilst at the service we expect that the children will comply with the following basic rules;

- Respect each other
- Respect other people's property and that of the service
- Share with other children and be inclusive
- Accept and respect individuals needs and differences
- Clean up after activities
- Be polite to educators and each other
- Follow the instructions from the educators
- Play only in the allocated areas and as directed by educators and not enter areas that educators have designated "out of bounds"
- Remain in the supervised areas of the program until the authorised person collecting them has signed them out
- Not participate in physical fighting (play or real), for example, spitting, throwing toys, stones or dangerous objects, using sticks
- Not bully or engage in any form of aggressive behaviour
- Use appropriate language at all times

b) Guiding children's behaviour

Steps that educators take towards establishing good behaviour management include;

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

c) Correction steps

- When a child's behaviour is deemed inappropriate to either him/herself or others, or if a child's behaviour is intrusive to another's personal enjoyment, then educators will actively intervene and take steps to attempt to resolve the situation
- Inappropriate behaviour can include bullying, being uncooperative, not listening to reasonable requests from educators or consistently disregarding the basic rules. In these instances, the following steps will be taken;
 - The educator will explain to the child that this type of behaviour is inappropriate

- The educator will redirect the child to a different activity within the room (or outdoors)
- If aggressive or inappropriate behaviour continues, the child will sit away from the group to calm down and think about their actions. After a short period of time, the educator will have a discussion with the child with respect to their actions and then the child will return to play
- A discussion will be held with the child's family when the child is collected.

d) Persistent inappropriate behaviour

If inappropriate behaviour continues over a period of time, a meeting between educators, nominated supervisor, child and family will be arranged. The meeting agenda will cover;

- Alternate approaches to behaviour guidance
- The child's life outside the service
- Any problems that may be causing the behaviour
- A mutual strategy for improving behaviour will be discussed and closely monitored by educators, the nominated supervisor and the child's family. Should it be necessary, and with the consent of the family, advice and assistance will be sought from relevant external specialists to address the matter
- In extreme cases, to protect other children and educators, the service reserves the right to exclude the child from the service. This may be a temporary or permanent measure. Exclusion will only be considered after;
 - The child's family has been notified and been given the opportunity to discuss the child's behaviour
 - Educators, nominated supervisor and Approved Provider have given careful consideration to the problem.
 - Adequate support and counselling is sought (if necessary) clear procedures have been established for accepting the child back into the service.
 - Clear procedures have been established for accepting the child back into the service.

Policy first developed for Cabonne After School Care Services 06/06/2013

Policy to be reviewed as per cover page.

Complaints Procedures

Policy Statement

The service will maintain a complaints and grievance management system to ensure that all Educators, families and community members know that complaints and grievances will be taken seriously and investigated promptly and fairly. Complaints and grievances will be investigated and documented in a timely manner. Our complaints and grievance management system will be promoted in the Parent Information Booklet. We will identify complaints and grievances as opportunities to improve the quality of our service.

Considerations

- National Regulation 168 “Education and Care service must have policies and procedures” (dealing with complaints)
- National Standard 7: Element 7.3.4 “processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner”
- Community Services complaints, Appeals and Monitoring Act 1994
- Parent Information Handbook
- Staff Handbook
- Providing a Child Safe Environment Policy
- Excursion Policy
- Authorisations and Refusals Policy

Procedure

The service will support an individual’s right to complain and will help them to make their complaints clear and try to resolve them.

A complaint can be formal or informal. It can be anything which an individual thinks is unfair or which makes them unhappy with the service.

Every parent will be provided with clear written guidelines detailing the grievance procedure in the Parent Information Booklet.

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

If an individual has a complaint or comment about the service, they will be encouraged to talk to the Supervisor or Coordinator who will arrange a time to discuss their concern and come to a resolution to address the issue.

If the complaint is not handled at this level to the satisfaction of the person making the complaint they should discuss with the Manager of Community Services, Cabonne Council either in writing or verbally.

The Manager Community Services will discuss the issue with the Coordinator and develop a strategy for resolving the problem, this will be discussed further with the individual or if necessary a meeting will be organized with the Coordinator and individual to resolve the problem.

Version Date: 28 August 2018

All complaints will be recorded and dated including the issue of concern and how it was resolved. All information on complaints and grievances will include evidence that complaints are investigated within satisfactory time frames and have led to amendments to policies and procedures where required. The Coordinator and Manager Community Services will inform the person making the complaint of what has been decided regarding the issue. Staff will also be informed of any relevant issues that they may need to address or be aware of.

This could be done verbally or if the issue has been dealt with on a more formal basis, then the Manager Community Services or Coordinator will write personally to the individual making the complaint.

If any complaint cannot be resolved internally to the person's satisfaction, external options will be offered such as an unbiased third party.

Policy first developed for Cabonne After School Hours Care Services 04/06/2013

Policy to be reviewed as per cover page.

Confidentiality

Policy Statement

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

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

Considerations

- Education and Care Services National Regulations 145, 146, 147, 148, 149, 150, 151, 152, 168, 174, 175, 176, 177, 183
- National Quality Standard 4.2, 5.1, 7.3
- Governance and Management Policy
- Enrolment Form
- Parent Information Booklet
- Staff Handbook
- Personnel Files
- My Time, Our Place
- Network OSHC Code of Conduct
- Network record Keeping factsheet
- Work, Health and Safety Act (2011)
- Privacy Act (1988)
- Child Care Service Handbook (DEEWR)
- Child Care Benefit legislation

Procedures

a) 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 the information needs to be retained
- How the information will be disposed of

All information regarding children and their families attending the service is to be used solely for the purpose 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 Coordinator will determine who is authorised to access records.

b) Retention and Storage of Records

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

c) Disclosure of Information

- Personal information regarding the children and their families is not to be discussed with anyone outside the service except in circumstances outlined in Regulation 181.
- Parents/guardians may seek access to personal information collected about them and their child by contacting the Coordinator or Nominated Supervisor of 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 parents/guardians 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 prior consent.
- No personal information regarding a staff member is to be given to anyone without his/her written permission.

d) Personal Conversations

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

e) Maintenance of Information

- The Coordinator and Nominated Supervisor is responsible for maintaining all service records required under the Education and Care Services National Regulation (Regulation 168) and other relevant legislation, for example, Work, Health and Safety, Australian Taxation Office, Family Assistance Office, Department of Education, Employment and Workplace Relations (DEEWR) and for ensuring that the information is updated regularly.

- The service takes all reasonable precautions to ensure personal information that is collected, used and disclosed is accurate, complete and up to date.
- Individuals will be required to advise the service of any changes that may affect the initial information provided.

Policy first developed for Cabonne After School Hours Care Services 040/06/2013

Policy to be reviewed as per cover page.

Dealing with Medical Conditions and Medical Administration

Policy Statement

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

Considerations

- National Law Section 173
- National Regulation 90-91, 92-96, 178, 181-184
- National Standard 2.1
- National Standard 6: Element 6.2.1 "The expertise of families is recognised and they share in the decision making about their child's learning and wellbeing".
- National Standard 6: Element 6.3.1 "Links with relevant community and support agencies are established and maintained"
- National Standard 6: Element 6.3.3. "Access to inclusion and support assistance is facilitated"
- Disability Discrimination Act 1975
- NSW Anti-discrimination Act 1977
- Work Health and Safety Act 2011
- Individual Medical Management Plans and corresponding resources
- Parent Information Booklet
- Staff Handbook
- Service policy on "Administration of Medication"
- Providing a Child Safe Environment Policy
- Enrolment and Orientation Policy
- Management of Incident, Injury, Illness and Trauma Policy
- Administration of First Aid Policy
- My Time, Our Place

Procedure

a) Dealing with medical conditions

Parents will be asked to inform the service of any medical conditions the child may have at the time of enrolment. This information will be recorded by the parent on the child's enrolment form.

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

Specific or long term medical conditions will require the completion of a Medical Management Plan developed in conjunction with the parent, and child's doctor. This will be followed up by a Service Medical Management Plan and a Medical Communication Plan.

Version Date: 28 August 2018

It is a requirement of the service that a risk minimisation plan and communication plan is developed in consultation with the child's family. The Nominated Supervisor or Coordinator will meet with the family and relevant health professionals, if necessary, as soon as possible prior to the child's attendance to discuss the content of the plan to assist in a smooth and safe transition of the child into the service.

Content of the planning will include:

Identification of any risks to the child or others by their attendance at the service.

Identification of any practices or procedures that need adjustment at the service to minimise risk eg. food preparation procedures.

Process and time line for orientation or training requirements of educators.

Methods for communicating between parents and educators any changes to the child's medical management plan.

The medical management plan will be followed in the event of any incident relating to the child's specific health care need, allergy or relevant medical condition. All educators including volunteers and administrative support will be informed of any special medical conditions affecting children and orientated regarding the necessary management. In some cases specific training will be provided to educators to ensure that they are able to implement effectively the medical management plan.

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

Where possible the service will endeavour to not have that allergen accessible in the service.

All medical conditions including food allergies will be placed on a noticeboard near the kitchen area (out of sight of general visitors and children). It is deemed the responsibility of every educator at the service to regularly read and refer to the list.

All relief staff will be informed of the list on initial employment and provided orientation on what action to take in the event of a medical emergency involving that child.

Where a child has a life threatening food allergy and the service provides food, the service will endeavour not to serve the particular food allergen in the service when the child is in attendance and families in the service will be advised not to supply that allergen for their own children. Parents of children with an allergy may be asked to supply a particular diet if required (eg. soy milk, gluten free bread).

Where it is necessary for other children to consume the particular food allergen (eg. milk or other dairy foods) the child with a food allergy will be seated separately during meal times and all children will wash their hands before and after eating.

Where medication for treatment of long term conditions such as asthma, epilepsy, anaphylaxis, diabetes or ADHD is required, the service will require an individual medical management plan from the child's medical practitioner or specialist detailing the medical condition of the child, correct dosage of any medication as prescribed and how the condition is to be managed in the service environment.

In the event of a child having permission to self-medicate this must be detailed in an individual medical management plan including recommended procedures for recording that

the medication has been administered. The doctor must provide this plan. In one off circumstances the service will not make an exception to this rule and will require families to complete the procedure for educators to administer medication.

b) Administration of Medication

Prescription medication will only be administered to the child for whom it is prescribed, from the original container bearing the child's name and with a current use by date. Non-prescription medication will not be administered at the service unless authorized by a doctor.

Educators will only administer medicine during service operating hours.

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

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

An authorisation is not required in the event of asthma or anaphylaxis emergency however the authorisation must be sought as soon as possible after the time the parent and emergency services are notified.

A sweet drink containing sugar will be given in a diabetic emergency and parents or, emergency services if necessary will be notified as soon as possible after the emergency.

Families who wish for medication to be administered to their child or have their child self-administer the medication at the service must complete a medication form providing the following information;

- Name of child
- Name of medication
- Details of date, time and dosage to be administered (general time eg: afternoon tea time will not be accepted)
- Where required, indicate if the child is allowed to administer the medication themselves or have an educator do it
- Signature of family member

Medication must be given directly to an educator and not left in child's bag. If child is being collected from school by staff, staff will remove medication from child's bag. Educators will store the medication in a designated secure place, clearly labelled and ensure that medication is kept out of reach of children at all times.

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

An exception to the procedures is applied for asthma medication for severe asthmatics in which case the child may carry their own medication on their person with parental permission. Where a child carries their own asthma medication, they should be encouraged to report to an educator their use of the puffer as soon as possible after administering and the service maintain a record of this medication administration including time, educator advised and if the symptoms were relieved.

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

After the medication is given, the educator will record the following details on the medication form;

- Name of medication
- Date
- Time
- Dosage
- Name and signature of person who verified and witnessed.

Where a medical practitioner's approval is given, educators will complete the medication form and write the name of the medical practitioner for the authorisation.

Policy first developed for Cabonne After School Hours Care Services 04/06/2013

Policy to be reviewed as per cover page.

Delivery and Collection of Children

Policy Statement

Our service will ensure that the 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 families understand their requirements and responsibilities and accounting for the whereabouts of children at all times whilst in the service's care.

Considerations

- Education and Care Services National Regulation 99
- Education and Care Services National Regulation 158 – 161
- Education and Care Services National Regulations 168
- Education and Care Services National Regulations 176
- National Quality Standard 2.3
- National Quality Standard 7.3
- Parent Information Booklet
- Staff Handbook
- Acceptance and Refusal of Authorisations Policy
- Enrolment and Orientation Policy
- Dealing with Medical Conditions and Medical Administration
- Providing a Child Safe Environment Policy

Procedures

a) Delivery of Children

- Children are not to be left at the service unattended at any time prior to the opening hours of the service
- The attendance register must record the child's time of arrival and have a signature recorded
- 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 applicable
- 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 Medical Conditions and Medical Administration Procedures, if the child is being collected from school by staff, Parent/guardian must contact Coordinator to make arrangements

b) Collection of Children

- Children must be collected by closing time of the service i.e.: 6.00pm
- 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 be updated on a regular basis.
- The authorised nominee who is collecting a child must sign the attendance register and record time of collection
- Written authorisation must be given with the child's enrolment form if children have permission to leave the service themselves. In this case, the responsible Person would sign the child out of the service.

- Educators will be aware of each child's departure from the service to ensure children are only collected by an authorised nominee listed on their collection list
- Educators should be notified as soon as possible if the authorised nominee will be later than expected and the child will be informed to avoid unnecessary anxiety
- If a person who is not 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 Responsible Person will also request identification from the person collecting the child.
- In the case of an emergency where a child's authorised nominee 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 emergency.

c) 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 (In sign on register for day of expected attendance)
- Families will be informed of their notifying responsibilities upon enrolment and through the Parent Information Booklet
- 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
 - Approach the school office and ask for information regarding the child's attendance at school
 - If the child was absent from school, call the child's authorised nominee to confirm nonattendance and remind them of their notifying responsibilities
 - If a child was present at school and the other children and school staff are unaware of their whereabouts, educators will ask the school staff for assistance in searching for the child in the school area. Ensure supervision is maintained for other children during this process.
 - If the child is still unable to be located, educators will return to the service and call the child's authorised nominee to gain further information. Continue to call the authorised nominees on the contact list until contact has been made. Maintain contact with the authorised nominees until the child has been located.
 - Continue to keep in contact with the school during this time.
 - Arrange for appropriate supervision of children at the service and send an educator back to the school area to continue looking for the child. Follow up on any leads regarding children going to a friend's home and check common places in the local area.
 - If the child remains missing, contact the police and keep the authorised nominees and school informed of the situation.
 - Educators will notify the Department of Education and Communities (DECS) within 24 hours of the incident occurring.

d) Acknowledgement of Child'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. If the children are

arriving by transport, ensure that child's arrival is recorded when they are collected from transport meeting place.

Policy first developed for Cabonne After School Care Services 06/04/2013

Policy to be reviewed as per cover page.

Emergency and Evacuation

Policy Statement

The service will provide an environment that provides for the safety and wellbeing of the children at all times ("My Time, Our Place" 1.1, 3.1). All children and educators will be aware of and practiced in, emergency and evacuation procedures. In the event of an emergency, natural disaster or threats of violence these procedures are to be immediately implemented. In implementing the practice sessions of emergency procedures with children, educators will encourage children to discuss possible scenarios where emergency procedures may be required and support children to come up with solutions and ideas for improving on the procedures or discussing ways to avert emergency situations ("My Time, Our Place" 4.2). Opportunities for older children to access and use the written emergency procedures to orientate new children prior to an emergency drill will be provided by educators on a regular bases prior to carrying out the emergency drill (My Time, Our Place" 5.1, 5.2).

Considerations

- National Regulation 97 "Emergency and evacuation procedures
- Education and Care Services National Amendment Regulations 2013
- National Standard 2;2.3.3 "Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented"
- Parent Information Handbook
- Staff Handbook
- Providing a Child Safe Environment Policy
- Excursion Policy
- Authorisations and Refusals Policy
- My Time, Our Place Framework
- Network OSHC Code of Professional Standards
- Work, Health and Safety Act (2011)

Procedure

A risk assessment will be conducted by educators and coordinator 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 service. Educators will make arrangements as to duties undertaken in the absence of other staff.

Educators will discuss the emergency procedures with the children and the reasons for practicing the drills prior to each emergency drill being undertaken. Following each drill, children should be reassured and their suggestions and comments welcomes for how the drill might be improved to provide them with a sense of control and understanding of the process.

Children and educators will practice the emergency procedures at least twice a term, in all types of care, before school, after school and at the beginning of vacation care.

All Emergency Drills will be recorded with date, time and length of time it took to leave building. Additional comments on recommendations for improvements can also be included in the record.

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

Parents will be informed of the procedure and assembly points in the Parent Information Booklet.

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

The service will maintain a fire blanket and smoke detectors and have them checked regularly as per the manufacturer's 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 for leaving the building suitable for all ages and abilities. These should be clearly marked.
- 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 parent's contact numbers.
- Collect emergency numbers.
- Make the phone call to 000 or other appropriate service, management and parents as required.
- Collect the first aid kit.
- Check that the building and playground is empty and that all doors and windows are closed as far as possible, to reduce the spread of a fire.
- Supervise the children at the assembly area and take a roll call of children. Educators should be aware of any visitors.

When the emergency service arrives the 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

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

- Calmly and politely ask them to leave the service or the vicinity of the children.
- Be firm and clear and remember your primary duty is to the children in your care.
- If they refuse to leave, explain that it may be necessary to call the police to remove them.
- If they still do not leave call the police.
- If the Supervisor 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 call 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 alarm (as an example, the reminder to a child that ice cream is being served today at XXXX 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 police.
- Educators should be aware of any unfamiliar person on the premises and find out what they want as quickly as possible and try to contain them outside the service.

Policy first developed for Cabonne After School Hours Care Services – 23/01/2013

Policy to be reviewed as per cover page.

Enrolment and Orientation

Policy Statement

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

- Enable Educators 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, feeling accepted, develop attachments and trust those who care for them ("My Time, Our Place" Outcome 1)

Considerations

- Education and Care Services National Regulations 158, 159, 160, 161, 162, 168, 177, 183
- National Quality Standard 6.1, 7.3
- Service policies and documents
 - Service enrolment form
 - Family Information Booklet
 - Fee Policy
 - Confidentiality Policy
 - Delivery and Collection of Children Policy
 - Acceptance and Refusal of Authorisations Policy
 - Governance and Management Policy
- Network Record Keeping factsheet
- Child Care Service Handbook (DEEWR)
- A new tax system (Family Assistance) Act 1999
- Child Care Subsidy System

Procedure

a) Eligibility

Access and eligibility will be subject to the Priority of Access Guidelines set down by the Department of Education and Training (DET), these are:

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

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

- Children in Aboriginal and Torres Strait Islander families
- Children in families which include a disabled person
- Children in families on low income

- Children in families from culturally and linguistically diverse backgrounds
- Children in socially isolated families
- Children of single parents

As well as the above, the service policy is that children must be enrolled in primary school, or older at Coordinators discretion, in order to be eligible to attend the service. Children of Preschool age will not be accepted into the program.

b) Inclusion of children with additional needs

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

c) Waiting List

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

Waiting lists will be refreshed annually by mail. A request for updating family details and contact numbers will be sent to each family on the waiting list. If the service does not receive an updated reply by mail and the form is not returned to the service, families will be removed from the list, as it is presumed the family is no longer requiring care.

d) Enrolment

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

- Formal enrolments
- Informal enrolments
- AMEP/Other enrolments

Enrolments will not be accepted from families without full completion of the enrolment form which requests mandatory information for CCCS.

e) Attendance and enrolment records

Accurate attendance records will be kept, which:

- Records the full name of each child attending the service
- Records the date and time each child arrives and departs
- Is signed on the child's arrival and departure by either:
 - the person who delivers or collects the child
 - the Nominated Supervisor or an Educator (Regulation 158) and
- Meets the requirements of the Child Care Subsidy System (CCSS)

An enrolment record for each child will be kept at the service which includes all details outlined in Regulation 160, 161 and 162.

f) Child's attendance once enrolled

The service's responsibility for the child begins when placed in staff's care by parent or guardian, or when they arrive from school for the afternoon session. If a child is to be absent on a day they are normally booked, the family must notify the Co-coordinator or Nominated Supervisor as soon as possible. The rules for allowable absences under CCSS will be followed in relation to all absences.

If a child who is enrolled with the service, but is not on the roll for a particular day, arrives at the service, the nominated supervisor or other relevant staff member will contact the family immediately to see if the child should have been booked in for the day.

If a child has not been enrolled they must not be taken into care under any circumstances. In this case, the school or child's parents (if possible) will be contacted immediately.

g) Cancellation of an 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 one weeks' notice if they wish to cancel a child's enrolment.

CCSS guidelines will be followed once an enrolment is cancelled.

h) Confidentiality and storage of records

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

i) Orientation

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

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

Policy first developed for Cabonne After School Hours Care Services 4/6/2013

Policy to be reviewed as per cover page.

Environmental Sustainability

Policy Statement

Environmental Sustainability is making decisions and taking actions that are in the interests of protecting the natural world. It is preserving the capability of the environment to support human life and about making responsible decisions that reduce our negative impact on the environment.

A healthy environment is necessary for the survival of humans and other organisms.

We aim to encourage and increase knowledge and awareness of environmental sustainability for our staff, the children and the children's families. We will promote responsible environmental practices wherever possible and make them an integral part of our service. We will endeavour to instil in all, a respect for our environment that fosters a sense of wonder and a need to nurture and protect what we have. We will strive to provide experiences that create connections with the natural environment in meaningful ways and increases awareness of the inter connectedness of plants, animals, humans and our planet.

Considerations

- My Time Our Place Learning Outcome 2 “Children are connected with and contribute to their world. Children become socially responsible and show respect for environment”
- Education and Care Services Law Act 2010
- Education and Care National Regulations 2011
 - Reg 113 - Outdoor space, natural environment
 - Reg 155 - Interactions with Children
- National Quality Standard
 - 3.1.1 Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose
 - 3.2 The environment is inclusive, promotes competence, independent exploration and learning through play
 - 3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environment
 - 3.2.2 Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses
 - 3.3 The service takes an active role in caring for its environment and contributes to a sustainable future
 - 3.3.1 Sustainable practices are embedded in service operations
 - 3.3.2 Children are supported to become environmentally responsible and show respect for the environment
- littlegreenstep.com
- Planet Ark

Procedures

Educators will:

- Identify areas within the service that can be improved by environmental sustainability strategies or implementation of new practices.
- Collaborate with other staff to evaluate practices at the service and identify areas for improvement
- Keep up to date with resources and communicate best practices through notices and newsletters

- Actively engage in activities, where possible being mindful of shared spaces, that promote environment sustainability
- Incorporate education of environmental sustainability into program
- Seek campaigns to be actively involved in, for example, National Tree Day, Clean Up Australia Day, Earth Hour
- Role model sustainable practices and endeavour to minimise waste, for example, but not limited to;
 - turn off lights that aren't needed
 - turn off air conditioner when not using room
 - turn off fridge for extended holidays
 - limit chemical use,
 - ensure taps are turned off properly
 - purchase items with minimal packaging
 - replace disposable products, where possible while adhering to hygiene standards, with non-disposable products
 - reuse water from water play as grey water for garden
 - have separate bins for rubbish and recycling
 - save food scraps for someone's chickens
- Reduce, Reuse, Recycle, for example but not limited to;
 - Use sticks to hang and display children's work
 - Use old pots, pans etc. for dramatic play
 - Promote recycling used in the community, for example, old cards, phones, print cartridges, be a drop off point
- Take every opportunity to discuss sustainable practices with children and challenge their own thoughts and practices with discussion
- Incorporate into your program, activities and experiences that connect children to nature, for example but not limited to;
 - Art and craft using natural materials for example, wood, stone, sand, recycled items, seeds, plant matter
 - Build a vegetable garden
 - Make nesting boxes
 - Go for nature walks
 - Start a compost
 - Start a worm farm
- Invite visitors from bush care groups, wildlife rescue groups etc.
- Develop educational programs around seeds growing to plants. Include plants you can eat and include harvesting and cooking
- Explore environmentally friendly pest management
- Introduce pictures, books, stories or discuss current news items with children.
- Involve children in making posters to display what they learn about environmentally sustainable practices so they can help to educate their families and visitors to the service.
- Ensure families and friends are made aware of this policy and your intentions. Encourage their input and feedback.
- Use newsletters, displays, notes etc. to inform families and friends of achievements.

Policy adopted for Cabonne After School Care Services January 2018

Policy to be reviewed June 2019

Excursions

Policy Statement

Our service will endeavour to plan excursions to extend the educational programming at the centre, bearing in mind the difficulties due to the Centres isolation. Excursions are designed to allow children to explore the physical and social environment, including the local community, away from the centre's premises ("My Time, Our Place" Outcome 2.1). Parental permission will be sought for all excursions and each excursion will be carefully planned and the potential risk assessed. When planning excursions, educators will take into consideration experiences that encourage children to investigate ideas, solve problems and use complex concepts and thinking, reasoning and hypothesising and to transfer and adapt what they have learned from one context to another (" My Time, Our Place" Outcomes 4.2, 4.3).

Considerations

- Education and Care Services National Regulations 100, 101, 102, 168
- National Quality Standard 2.3
- Health and Safety Policies
- My Time, Our Place

Procedure

Planned excursions will take into account:

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

a) Risk Management

A risk Management Plan must be prepared for each excursion. They will include

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

b) Policies

The services Health and Safety policies will be taken into consideration and implemented on excursions when necessary

c) Permission

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

d) Supervision

- Children will be orientated to the risk elements and procedures prior to attending the excursion. This would include elements such as what to do if they become separated from the group, toilet procedures, talking to strangers, etc.
- Adequate numbers of educators to effectively supervise the children must be rostered on for excursions. Number of educators must take into consideration the ages and developmental stage of the children attending the excursion and be based on risk assessment of the excursion
- Head counts must be conducted regularly throughout the duration of the excursion
- An educator must inspect all public toilets before children use them. An educator and at least one other child, if possible, 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. Any remaining educators can be spaced along the group, walking on the road side of the footpath
- When crossing a road, a pedestrian crossing must be used if possible. If there is no pedestrian crossing, the safest way to cross the road must be determined. One educator must step out onto the road, and if necessary, stop traffic from both directions. The remaining educators then lead children across the road

e) Information and Equipment

Information and equipment to be taken on excursions will include:

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

f) Lost child

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

- Inform other educators in your group
- Ask the children if they have seen the missing child recently
- Reassure any child who may be upset
- Search the premises

- Check the meeting points
- Ask the venue staff, if applicable, to begin a search and make an announcement over a loudspeaker if possible.
- Once initial checks have been undertaken and if the lost child has not been found, the Nominated Supervisor or another educator with a supervisor's certificate will call the police and the parents.

g) Transporting children to/from an excursion

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

h) Water Safety

The service recognises the risk posed by bodies of water. The service will ensure that every precaution is taken so that children are able to enjoy water based activities safely. Risk assessments will be carried out for programmed water based activities.

The regulations do not specify a specific educator to child ratio for activities where water is a feature. The number of educators present is to be determined by a risk assessment of the proposed activity.

It must also be noted that in section 165, 167 and 169 of the National Law there are clear statements about adequate supervision. A range of factors shall determine the adequacy of supervision, including:

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

Definition of a body of water:

The service recognises the following locations are bodies of water;

- Swimming pools and/or water fun parks

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

Policy first developed for Cabonne After School Hours Care Services 4/6/2013

Policy to be reviewed as per cover page.

Fees

Policy statement

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

Considerations

- Education and Care Services National Regulations 168, 172, 173
- National Quality Standard 7.3
- Enrolment Form
- Enrolment and Orientation Policy
- Delivery and Collection of Children Policy
- Confidentiality Policy
- Governance and Management Policy
- Parent Information Booklet
- Child Care Subsidy System

Procedure

a) Bookings and cancellations

Each family is expected to make bookings in advance, for the care sessions required. Bookings will only be accepted when families have completed the service's enrolment form in full. The enrolment form requests mandatory information to meet the requirements of the Child Care Subsidy System.

Casual bookings need to be made prior to 12 noon on day care is required unless there are exceptional circumstances.

Families wishing to cancel their child's place at the service are required to give one week's notice to the nominated supervisor or coordinator or they are liable to pay the extra weeks fees.

b) Absences

Fees are payable for family holidays and sick days if those days fall on a day that a child is booked into the service.

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

c) Service closure

No fee is charged while the service is closed on public holidays or school holidays.

d) Payment of fees

Fees must be paid once invoiced. Families will be provided with a statement of fees charged by the service (Regulation 168).

Failure to pay fees may result in debt recovery action being taken by Cabonne Council and discontinuation of care for the child unless the family has initiated a repayment schedule for the unpaid fees with the coordinator.

e) Child Care Subsidy

Most Australian families are eligible to receive Child Care Subsidy. Families who are eligible for the Federal Government's Child Care Subsidy will only be required to pay the daily gap fee applicable to their financial circumstances. To have CCS applied to their account, families must first register with Centrelink. The service must then be provided with the guardians Customer Reference Number and date of birth and the child's Customer Reference Number and date of birth

The service will provide families with information relating to Special Child Care Benefit, Job Education and Training and Grandparents Child Care Benefit.

f) Debt recovery

The Approved Provider reserves the right to take action to recover debts owing to the service.

Where a family has overdue fees, the child's place may be suspended until the outstanding monies are paid or a payment plan is agreed upon. Fees not kept up to date, may be followed up as follows;

- A statement advising parents of outstanding amount
- A phone call from coordinator advising parents of outstanding amount and arrangements made for payment.
- A phone call from coordinator advising parents that the outstanding debt will be referred to Cabonne Council to be followed up using their debt recovery process.

g) Late collection fee

The service operates from 3.00pm to 6.00pm. The staff are unable to accept children outside these hours.

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

Any parent who collects their children after 6.00pm will be charged a late fee of \$10.00 per every 15 minutes or part thereof per child. Wherever possible, parents should advise the service when they will be late to collect their child.

If a parent continues to collect their child after 6.00pm, the co-ordinator will need to discuss other options with them and suitable arrangements made or the child's place in the service may be cancelled.

In circumstances that are beyond the control of the families, for example weather and traffic accidents, which may result in them arriving late to collect their child, the coordinator will have the discretion to decide if families will be charged the late fees.

h) Methods of payment

Fees can be paid by:

- Cash or cheque made out to Cabonne Council, given to the Nominated Supervisor or staff at your service.
- Cheque made out to Cabonne Council and posted to the coordinator:

Toni Searl
P O Box 1133
Orange NSW 2800

Families will be given a minimum of fourteen days' notice of any changes to the way in which fees are collected (Regulation 172).

i) Confidentiality

All information in relation to fees will be kept in strict confidence. Members of staff and management will not discuss individual names and details openly. Information will only be available to the nominated persons required to take action, for example, to initiate debt recovery.

Families may access their own account records at any time, or in particulars of fees will be available in writing to families, upon request.

j) Increase of fees

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

k) Acknowledgement of responsibility to pay fees

Families are required to read and sign on their enrolment for, the Payment of Fees paragraph and Disclaimer / Informed consent paragraph.

Policy first developed for Cabonne After School Hours Care Services 04/06/2013

Policy to be reviewed as per cover page.

Food and Nutrition

Policy Statement

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

We will aim to provide a relaxed and enjoyable environment for children to eat their meals and snacks ("My Time, Our Place" 1.1). All food served at the service will be consistent with the child's own dietary requirements and take into consideration the children's likes and dislikes as well as meet any cultural requirements of families ("My Time, Our Place" 3.2)

High standards of hygiene will be maintained throughout food preparation. We will encourage the development of the children's good eating habits through modelling and reinforcing of healthy eating and nutrition practices by educators. Parents will be encouraged to share family recipes and traditions to enrich the variety and enjoyment of food by the children and support the children's development of respect for and understanding of diversity ("My Time, Our Place" 1.3).

Where possible we will seek out opportunities to learn about growing our own food and collaborate with children to produce our own opportunities to use food we have grown ourselves in our menu planning ("My Time, Our Place" 3.4).

Considerations

- National Regulation 77, 78 ; Food and Beverages
- National Regulation 79; Service providing Food and Beverage
- National Regulation 80; Weekly Menu
- National Quality Standard 2.2 Element 2.2.1 "Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child".
- Parent Information Handbook
- Staff Handbook
- Dealing with Infectious Disease Policy
- Australian Dietary Guidelines for children and adolescents
- National Food Standards Code (FSANZ)
- Food Act 2003 (NSW)
- Food Regulation 2010 (NSW)
- NRG@OOSH (Network of Community Activities)
- Service Hygiene Policy

Procedure

a) Nutrition

A menu developed using the principles set out in the Australian Dietary Guidelines for Children and Adolescents, will be on display for families and children. The menu will be an accurate representation of food and drink that is being served.

All children's individual needs such as allergens, cultural requirements and health needs etc. will be addressed in the menus and parents advised if they will be required to supply specific foods for their child.

Food and drink consistent with the menu will be provided for afternoon tea.

Fresh drinking water will be available at all times for the children and educators.

Children and parents will be encouraged to share family and cultural traditions, ideas and recipes to contribute to the menu.

Education of healthy eating habits will be developed through ongoing example, specific activities, notices, posters and information sheets to parents.

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

Children's cooking activities will be encouraged to develop life skills.

Educators are required to stay up to date with professional development on nutrition and food safety practices and document changes to practice as a result.

b) Food safety

All food will be prepared and stored in a hygienic manner as per the current Australian New Zealand Food Standards.

Opened food will be stored in tightly sealed containers, away from chemicals

Kitchen equipment will be cleaned and stored appropriately.

Surfaces are cleaned and sanitised before and/or after food preparation.

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

Children will be encouraged not to share their drinking and eating utensils.

Tongs and spoons will be used for the serving of food. Where possible, educators will encourage children to self-serve food and drinks encouraging the development of their food handling skills as well as acknowledging their growing sense of independence.

All cups, plates and utensils will be washed in hot soapy water.

Children should be seated while drinking and eating.

Educators are not required when handling food to use gloves if correct hand washing practices have been implemented (See Food Act). If gloves are used, care must be taken to avoid contaminating food by only using them for one continuous task and then discarding them. Gloves must be removed, discarded and replaced with a new pair before handling food and before working with ready to eat food after handling raw food.

Gloves must be removed, discarded and replaced after using toilet, smoking, coughing, sneezing, using a handkerchief, eating, drinking or touching the hair, scalp or body. They will then be replaced if food preparation continues.

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

Containers are to be cleaned and stored appropriately to ensure pests cannot contaminate them.

Children will be encouraged to be involved in food preparation to assist them to have opportunities to learn more about hygienic practices when preparing food. This participation

should always be supervised and explanation provided to children on the reasons why hygienic conditions are maintained.

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

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

Policy first developed for Cabonne After School Hours Care Services 17/6/2013

Policy to be reviewed as per cover page.

Governance and Management

Policy Statement

Our service aims to provide a quality education and care service and will operate according to all legal requirements and recognised best practice in service management. We will ensure there are appropriate governance arrangements in place at all times (as per Quality Area 7.1.1). There will be ongoing process of review and evaluation and all relevant information will be readily available to stake holders.

For the purpose of Regulations, the Management Committee is the Approved Provider. The Approved Provider being Cabonne Council.

The Approved Provider will ensure that all aspects of governance and management are clearly articulated and compliment the service Philosophy.

The 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 (as per Regulation 171).

Considerations

- Education and Care Services National Regulations 103, 168, 171, 172, 173, 177, 183, 184, 185
- National Quality Standard 7.3
- Service Philosophy
- Quality Improvement Plan
- Parent Information Booklet
- Staff Handbook
- Fee Policy
- Confidentiality Policy
- Food Safety Standards
- Network Record Keeping fact sheet
- Child Care Service Handbook (DEEWR)
- Work, Health and Safety Act (2011)
- Child Care Benefit Legislation

Responsibilities

The responsibilities of the Approved Provider that cannot be delegated to any other person or body include:

- Compliance monitoring – ensuring compliance with the objects, purposes and values of the service
- Organisational governance – setting or approving policies, plans and budgets to achieve those objectives and monitoring performance against them
- Strategic Planning- reviewing and approving strategic direction and initiatives
- Regulatory monitoring – ensuring that the service complies with all relevant laws, regulations and regulatory requirements
- Financial monitoring – establishing and maintaining systems of financial control, internal control and performance reporting, reviewing the service's budget,

monitoring management and financial performance to ensure the solvency, financial strength and good performance of the service

- Financial reporting – considering and approving annual financial statements and required reports to government
- Organisational structure – setting and maintaining a framework of delegation and internal control
- Staff selection and monitoring – selecting, evaluating the performance of, rewarding and, if necessary, dismissing the staff. Delegate the functions of coordinator, 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 staff or volunteers.

The Nominated Supervisor is responsible for day to day running of the service and to support the Coordinator in their role.

The Coordinator is responsible for the day to day management of the service and to address key management and operational issues under the direction of, and the policies laid down by, the Coordinator and 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 assessment framework
- Keeping the Approved Provider and Regulators informed about any developments that may impact on the organisations performance

Procedures

This policy will encompass the following;

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

a) Philosophy and policies

- The development and review of the Philosophy and policies will be an ongoing process.
- The philosophy and associated statement of purpose will underpin all other documentation and the practices of the service and will reflect the principles of the

approved national framework for school age care “My Time, Our Place”. There will be a collaborative and consultative process to support the development of the philosophy that will include children, parents and educators. The statement of philosophy will be included in the Quality Improvement Plan for the service. The statement of purpose will define how the statement of philosophy will be implemented in the service.

- Policies and procedures will provide clear documentation that will define agreed and consistent ways of doing things to achieve the stated outcomes.
- The Approved Provider will ratify the Philosophy and the policies. Policies can only be altered by the coordinator in conjunction with the approved provider and the changes minuted as a record.
- All documents will be dated and include nominated review dates.
- There will be a comprehensive index for the service policies as it is likely that some policies may address several aspects of operational practice.
- The service philosophy and policies will be available for all stakeholders and there will be reference to this in parent information booklet and staff handbook and general service information.

b) Financial management

- The Approved Provider will be responsible for developing and overseeing the budget of the service and for ensuring that the service operates within a responsible, sustainable financial framework.
- In line with this responsibility, the Approved Provider 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 coordinator on a regular basis and the opportunity provided to ask questions or seek further advice from any staff member.

c) Facilities and Environment

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

d) Equipment and Maintenance

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

e) Review and evaluation of the service

- Ongoing review and evaluation will underpin the continuing development of the service. Management 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 with management.

f) Confidentiality

All members of management will maintain confidentiality. This is addressed in the confidentiality policy.

g) Maintenance of Records

- Regulation 177 outlines requirements and includes references to records services must keep. Regulations 183 – 184 detail storage of records.
- The service has a duty to keep adequate records about staff, families and children in order to operate responsibly and legally. The service will protect the interests of the children and their families and the staff, using procedures to ensure privacy and confidentiality.
- The Approved Provider assists in determining the process, storage place and time line for storage of records.
- The services orientation and induction process 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 management, 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 Taxation Office (ATO)
 - Family Assistance Office (FAO)
 - Department of Education (DET)
-
- In the event of ceasing to operate, the services management will identify where the records will be kept and seek professional advice on the winding up of the service.
 - A list of nominated contacts for Child Care Subsidy System, Australian Taxation Office and Superannuation Funds as well as any other accounts, will be maintained and available to all members of management. These contacts will be reviewed annually and updated as contacts change to ensure currency in communication for effective governance.

h) Work, Health and Safety

- Policies and Procedures will be in place to address the legal requirements relating to safety in the workplace and this information should underpin any service specific requirements, including grievance/complaints procedures.

- The Nominated Supervisor will report back to management on any Work, Health and Safety issues as they arise.
- Management will be provided with information to assist them in meeting their obligations under the legislation.

Policy first developed for Cabonne After School Hours Care Services 05/06/2013

Policy to be reviewed as per cover page.

Hygiene

Policy Statement

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

Considerations

- Regulations 77 (Health, hygiene and safe food practices)
- National Quality Standard 2; Children's Health and Safety (Element 2. 1.3)
- National Food Standards Code (FSANZ)
- Food Act 2003 (NSW)
- Food Regulation 2010 (NSW)
- NSW Department of Health

Procedure

Educators will maintain and model appropriate practices and encourage the children to adopt hygiene practices. As part of children taking increasing responsibility for their own health and physical wellbeing educators should acknowledge children modelling hygiene practices and look for opportunities to provide opportunities for children who have not developed the same level of awareness.

Informal education in proper hygiene practices will be conducted on a regular basis, either individually or as a group through conversations, planned experiences, inclusion in service routines and reminders. Health and hygiene practices will be highlighted to parents, and where appropriate information sheets or posters will be used by Educators to support these practices.

Educators will aim to provide a non-judgmental approach to differences in hygiene practices and standards between families in order to support children's developing sense of identity. Where practices differ to standards expected in the service remind children that these are practices to be followed in the service but they may be different for them at home.

Hand washing will be practiced by all educators and children upon entering the service, before preparing or eating food and after all dirty tasks such as toileting, cleaning up any items, wiping a nose, before and after administering first aid, playing outside or handling an animal. In addition educators will wash their hands before leaving the service.

All educators must wear disposable gloves when in contact with blood, open sores or other bodily substance, clothes contaminated with bodily fluids or cleaning up a contaminated area. Educators must wash hands with soap and water after removing the gloves. Educators with cuts, open wounds or skin disease such as dermatitis should cover their wounds and wear disposable gloves. Used gloves should be disposed of safely.

The service will be cleaned daily and rosters maintained as evidence of the cleaning tasks being undertaken.

All toilet facilities will have access to a basin or sink with running water and soap and paper towel for washing and drying hands.

Women and girls will have access to feminine hygiene disposal.

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

All toilets, hand basins and kitchen facilities used by the service will be cleaned daily. Surfaces will be cleaned with detergent after each activity and at the end of each day and all contaminated surfaces will be disinfected at the end of each day.

Toys will be washed, cleaned and disinfected on a regular basis with material items such as dress ups and cushion covers laundered as required but with a minimum of quarterly.

Food

All food will be prepared and stored in a hygienic manner.

Children will be encouraged to be involved in food preparation to assist them to have opportunities to learn more about hygienic practices when preparing food. This participation should always be supervised and explanation provided to children on the reasons why hygienic conditions are maintained.

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

Containers are to be cleaned and stored appropriately to ensure pests cannot contaminate them.

Kitchen equipment will be cleaned and stored appropriately.

Surfaces are cleaned before and/or after food preparation.

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

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

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

Children will be encouraged not to share their drinking and eating utensils.

Tongs and spoons will be used for the serving of food. Where possible educators will encourage children to self-serve food and drinks encouraging the development of their food handling skills as well as acknowledging their growing sense of independence.

All cups, plates and utensils will be washed in hot soapy water.

Educators are not required when handling food to use gloves if correct hand washing practices have been implemented (See Food Act). If gloves are used, care must be taken to avoid contaminating food by only using them for one continuous task and then discarding

them. Gloves must be removed, discarded and replaced with a new pair before handling food and before working with ready to eat food after handling raw food.

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

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

Policy first developed for Cabonne After School Hours Care Services 4/6/2013

Policy to be reviewed as per cover page.

Inclusion

Policy Statement

Our service 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, where possible. 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 the appropriate inclusion support services are accessed and families are referred to them in order to support children's wellbeing and full access to the program.

Considerations

- Education and Care Services National Regulations 73, 74, 75, 76, 155, 156, 168
- National Quality Standard 1.1, 1.2, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3
- Providing a Child Safe Environment Policy
- Confidentiality Policy
- Enrolment and Orientation Policy
- Interactions with Children Policy
- Complaints Policy
- NSW Anti-Discrimination Act 1977
- UN Convention on the Rights of the Child
- My Time, Our Place Framework for School Age Care in Australia

Procedures

a) Inclusive Practices

- Educators will actively seek information from children, families and the community about their cultural traditions, customs and beliefs and use this information to provide children with a variety of experiences that will enrich the environment within the service
- Educators will work in partnership with families to provide care that meets the child's needs and is consistent with the family's culture, beliefs and child rearing practices. Specific requests will be acknowledged where practical to demonstrate respect and ensure continuity of care of the child
- Educators will obtain and use resources that reflect the diversity of children, families and the community and increase awareness and appreciation of Australia's Aboriginal and Torres Strait Islander and multicultural heritage
- Educators will be sensitive and attentive to all children and respect their backgrounds, gender, unique qualities and abilities. The service will ensure that the service environment reflects the lives of the children and families using the service and the

cultural diversity of the broader community and ensure children's individual needs are accommodated in the service

- Children with additional needs will be provided with the necessary support and resources to allow them to fully participate in the service. This may require the assistance of speciality services, adaptation of the environment, changes to routines and educator arrangements in order to facilitate inclusion. The service will achieve this in collaboration with the child's family.
- Educators will treat all children equitably and encourage them to treat each other with respect and fairness
- Educators will act as positive role models by encouraging all children to be involved in a variety of activities regardless of gender
- Educators will role model appropriate ways to challenge discrimination and prejudice and actively promote inclusive behaviours in children
- Children will never be singled out or made to feel inferior to or better than theirs. Educators and children will discuss incidents of bias or prejudice in children's play or relationships with each other to help children understand and find strategies to counteract these behaviours
- The program will include experiences for the children that are not based on sex role stereotypes
- Resource materials and equipment used in the service will, as far as possible, be non-stereotyped
- Families will be consulted in the development of holistic programs that are responsive to children's lives, interests, learning styles, genders and reflect children's family, culture and community
- Educators will create opportunities for children to learn about, develop respect for, and celebrate the diversity that exists in the service and broader community by;
 - Encouraging all families, children and other educators to share their experience, skills, cultures and beliefs
 - Inviting community members to the service to share their stories, songs, experiences, skills, cultures and beliefs
 - Assessing and using a range of resources (including multicultural and multi lingual resources) that reflect the diversity of children and families in the service and in the broader community

b) Educator recruitment and professional development

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

c) Inclusion Support Agencies

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

Policy first developed for Cabonne After School Hours Care Services 18/06/2013

Policy to be reviewed as per cover page.

Infectious Diseases

Policy Statement

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

Considerations

- National Regulation 85 “Incident, Injury and Illness policies and procedures”
- National Regulation 86 “Notification to parents of Incident, Injury, Trauma and Illness”
- National Regulation 87 “ Incident, Injury, Trauma and Illness Record”
- National Regulation 88 “Infectious Diseases”
- National Standard 2; Element 2.1.4 (“Steps are taken to control the spread of infectious diseases and to manage illness and injuries in accordance with recognized guidelines”)
- Parent Information Handbook
- Staff Handbook
- Enrolment and Orientation Policy
- Providing a Child Safe Environment Policy
- Incident, Injury, Illness and Trauma Policy
- NSW Department of Health guidelines
- Disability Discrimination Act 1975
- NSW Anti-Discrimination Act 1977
- Work Health and Safety Act 2011
- Staying Healthy in Child Care (5th Edition)

Procedure

a) Prevention

- Universal precautions will be consistently applied across service practices to ensure prevention of the spread of infection is effective.
- A regularly updated copy of Department of Health guidelines on infectious disease from NSW Department of Health website <http://www.health.nsw.gov.au/publichealth/Infectious/a-z.asp> will be kept at the service for reference by staff, management and families.
- If a child is showing symptoms of an infectious disease whilst at home, families are not permitted to bring the child to the service. Children who appear unwell when being signed in by their family will not be permitted to be left at the service.
- Hand washing will be practiced by all educators and children upon entering the service, before preparing or eating food and after all dirty tasks such as toileting, wiping a nose, before and after administering first aid, playing outside or handling an animal. In addition, educators will wash their hands before leaving the service.
- The service will be cleaned daily and rosters maintained as evidence of the cleaning tasks being undertaken.

- All toilet facilities will have access to basin or sink with running water and soap and paper towel for washing and drying hands.
- Women will have access to feminine hygiene disposal.
- Soap and paper towel will also be available in the kitchen area.
- All toilets, hand basins and kitchen facilities used by the service will be cleaned daily. General surfaces will be cleaned with detergent after each activity and at the end of the day and all contaminated surfaces will be disinfected.
- Toys will be washed, cleaned and disinfected on a regular basis with material items such as dress ups and cushion covers laundered as required but a minimum of quarterly.
- Educators will maintain and model appropriate hygiene practices and encourage the children to adopt effective hygiene practices. As part of children taking increasing responsibility for their own health and physical well-being, educators should acknowledge children who are modelling hygienic practices.
- Informal education in proper hygiene practices will be conducted on a regular basis, either individually or as a group through conversations, planned experiences, inclusion in service routines and reminders. Health and hygiene practices will be highlighted to parents and where appropriate, information sheets or posters will be used by educators to support these practices.
- Educators will aim to provide a non-judgmental approach to differences in hygiene practices and standards between families in order to support children's developing sense of identity. Where practices differ to standards expected in the service remind children that these are practice to be followed in the service but they may be different for them at home.
- All educators will be advised upon appointment to the position to maintain their immunity to common childhood diseases, tetanus and Hepatitis B through immunization with their local health professional.

b) Management

- Children and staff with infectious diseases will be excluded from the service for the period recommended by the Department of Health.
- Where there is an outbreak of an infectious disease, each enrolled child's family/emergency contact will be notified within 24 hours under ordinary circumstances. The service will maintain confidentiality when issuing notification and ensure it is not prejudicial or identifies any children.
- In the event of an outbreak of a vaccine preventable disease at the service or the school attended by children at the service, parents and children not immunised will be required to stay at home for the duration of the outbreak, for their own protection.
- If a child develops symptoms of a possible infectious disease whilst at the service, their family will be contacted to take the child home. Where they are not available, emergency contacts will be called to ensure the child is removed from the service promptly.
- All staff dealing with open sores, cuts and bodily fluids with any child or adult shall wear disposable gloves and practice universal precautions.
- Staff with cuts, open wounds or skin diseases such as dermatitis should cover their wounds and wear disposable gloves.

- Disposable gloves will be properly and safely discarded and staff are to wash their hands after doing so.
- If a child has an open wound it will be covered with a waterproof dressing and securely attached.
- If bodily fluids or blood gets on the skin but there is no cut or puncture. Wash away with hot soapy water.
- In the event of exposure through cuts or chapped skin, promptly wash away the fluid, encourage bleeding and wash in cold or tepid soapy water.
- In the event of exposure to the mouth, promptly spit it out and rinse mouth with water several times.
- In the event of exposure to the eyes, promptly rinse gently with cold or tepid tap water or saline solution.
- In the event of having to perform CPR, disposable sterile face masks are to be used, or if unavailable, a piece of cloth. The staff person in charge of the first aid kit will ensure that a mask is available at all times.
- Any exposure should be reported to the Coordinator and management to ensure proper follow up procedures occur.
- Staff will consider the resources they are using when assisting school age children when toileting to ensure they are age appropriate and ensure privacy for the child and ease of use for staff.
- Any soiled clothing shall be handled using disposable gloves and placed and sealed in a plastic bag for the parents to take home. The service will never rinse soiled clothing.
- Any blood or bodily fluid spills will be cleaned up immediately, using gloves and the area fully disinfected. Cloths used in cleaning will be wrapped in plastic bags and properly disposed of according to current infection control guidelines.
- The public health unit will be contacted if any child contracts a vaccine preventable disease.
- Payment of fees will be required for children during an outbreak of a vaccine preventable disease unless other arrangement discussed and agreed to by the provider have been made.
- The Coordinator and Supervisor will at all times follow recommendations as outlined in the Health Department document.
- The decision to exclude or re admit a child or staff member will be the responsibility of the coordinator based on the child's symptoms, medical opinion and Department of Health guidelines for children who have an infectious disease or who have been exposed to an infectious disease.
- The coordinator or staff members have the right to refuse access if concerned about the child's health.
- Children and staff with diarrhoea will be excluded for 24 hours after the symptoms have disappeared or after a normal stool.
- A doctor's clearance certificate will be required for all infectious diseases such as measles, mumps, diphtheria, hepatitis A, polio, tuberculosis, typhoid and paratyphoid before returning to the service.

c) Management of HIV/AIDS/HEP B and C

- Under the Federal Disability Act and the Equal Opportunity Act, no discrimination will take place based on a child's/parents/educators HIV status.
- A child with AIDS shall be treated as any other child and have the same level of physical contact with Educators as other children in the centre.
- Where Educators are informed of a child, parent or other educator who has HIV/AIDS or Hep B or C, this information will remain confidential at all times. The service has no obligation to advise other families attending the service of a child or educator's HIV status.
- Proper safe and hygienic practices will be followed at all times and implementation of procedures to prevent cross infection as identified in this policy (see also Hygiene policy for details) will be implemented.
- Educators and families will be encouraged to participate in AIDS and Hepatitis education.

Policy first developed for Cabonne After School Hours Care Services 050/6/2013

Policy to be reviewed as per cover page.

Interactions with Children

Policy Statement

Our service will provide an environment that reflects the principles in “My Time, Our Place” where the development of secure, respectful and reciprocal relationships with children, are fostered and encouraged and genuine respect for diversity and a commitment to equity is reflected in all our interactions with children.

We will endeavour through our interactions with children to nurture their optimism, happiness and sense of fun and we will aim to recognise and respond to barriers which may impact on children achieving a positive sense of self identity.

Educators will utilise opportunities in their interactions with children to develop an understanding of each other’s expectations leading to a deeper understanding of each other and the negotiation of clear boundaries regarding safety, respect for others and procedures for creating a caring environment.

Considerations

- Education and Care Services National Regulations 73, 74, 76, 155, 156, 168
- National Quality Standard Areas 1,5 and 6
- Parent Information Booklet
- Staff Handbook
- Programming and evaluation records
- Grievance Policy
- Child Safe Environments
- My Time, Our Place Outcomes
- Behavioural Guidance Policy

Procedure

a) The educators will:

- Maintain a positive attitude in all interactions with children
- Listen carefully to children’s experiences and perspectives and show interest in their ideas and perspectives.
- Respect children as individuals and encourage each child to voice their opinions, concerns and ideas in a supportive forum that is free from 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. Educators will always treat children with respect, courtesy and understanding.
- Treat children equally regardless of race, cultural background, religion, sex or ability and ensure interactions between children and educators exhibit this.
- Sensitively manage children who are having difficulty conveying their message or managing their emotions.
- Ensure children understand what is being communicated to them during interactions and allow them time to question or respond.
- Speak to children at their level and use voice intonations, facial expressions and body language to assist in conveying messages.

- Engage in one on one conversation with all children and develop an understanding of their likes, dislikes and interests.
- Collaborate with children regarding daily routines and practices within the service including programming of experiences in order to meet their individual needs, interests and abilities.
- Organise environments and spaces that promote small and large group interactions and meaningful play and leisure.
- Collaborate with children to develop a set of rules or boundaries to guide their behaviour in the service and discuss clear expectations and consequences of inappropriate behaviours.
- Keep rules simple and only have a small number of concise rules that children understand, focusing on appreciating and caring for each other and the environment. All staff, families and children will be made aware of the rules and the expected consequences. The rules will be clearly displayed.
- Ensure that all educators enforce the rules and consequences consistently at all times. Consequences will be relevant to the situation and never demeaning.
- Follow up all issues that arise by discussing the situation with the child and strategizing for better solutions in future issues.
- Collaborate with family members and schools regarding appropriate behaviour management practices to ensure there is a consistent approach.
- Access professional development and resources related to positive behaviour management.
- Act as a positive role model for appropriate and expected behaviours in the service being mindful of respectful language and tone.
- Encourage and reward acceptable behaviour by giving praise and positive feedback to children as often as possible.
- Focus on the behaviours being displayed and not the child displaying them.
- Assist children in displaying self-discipline skills and regulating their own behaviours by using simple conflict resolution skills, building self-reliance and self-esteem, role modelling and positive direction.
- Provide children with opportunities to interact and develop respectful and positive relationships with each other, educators and visitors to the service.
- Ensure that appropriate physical contact is maintained in regards to comforting children, application of first aid, safety provisions such as holding hands and maintaining respectful body space.
- Identify when interactions with a child are not appropriate and refer to the services "Providing a Child Safe Environment" Policy to address these concerns.
- Maintain defined boundaries in regards to appropriate behaviour with children and engagement with their families.

b) The children will:

- Be treated with respect, courtesy and understanding regardless of race, culture, background, religion, sex or ability.
- Be encouraged to listen to others 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
- Have opportunities to use and share their home language with other children and educators
- Collaborate with staff in developing service routines and procedures including rules and boundaries and the consequences they should expect if these are not followed.
- Encourage their peers to adhere to the rules and expectations.
- Participate in experiences that will build relationships and promote interactions between each other, educators and visitors to the service.
- Assist educators in developing programs and routines for the service that reflect their individual needs, interests and abilities.
- Have their need for solitude or quiet time supported and respected by educators and children.
- Develop an understanding of the choices they make and the responsibility they have to manage their own behaviours in conjunction with educators.

Policy first developed for Cabonne After School Care Services 06/06/13

Policy to be reviewed as per cover page.

Isolation Policy

Policy Statement

We aim to ensure the safety and welfare of the children by having procedures in place, in respect to the isolation of the service that enables prompt and efficient actions and responses in the event of an emergency or accident.

Considerations

Procedure

A member of the School Executive Staff will be responsible for ensuring that a solitary staff member responsible for the service has arrived for duty on days when the service is operating with one staff member. Should the solitary staff member not arrive, the school delegate will endeavour to contact service staff member on designated phone number. If the school delegate is unable to contact service staff member, the Co-ordinator and the Community Services Manager at Cabonne Council will be advised and the school delegate will take responsibility for children attending the service on that day until other arrangements can be made.

In the event that a replacement staff member cannot be provided in a prompt manner, the Executive Staff member will then use their own school records and any additional records provided by service staff to contact unattended children's parents/guardians/emergency pickups.

The service staff will provide the school Executive Staff with details of all emergency contacts that may be required.

A poster will be displayed in a prominent position to prompt children in calling for help in the event that a solitary staff member has an accident or medical concern.

Children will be regularly practiced in procedure for calling for help and will be made familiar with the use of a mobile phone.

A contact list will be established and displayed of persons who live in close proximity to the service and can be contacted to supervise the children in the event that a solitary staff member is unable to perform their duties.

Children will be made aware of the contact list and instructed in its use.

If a child receives a serious injury while a solitary staff member is on duty, the procedures in the Management of Incident, Injury and Trauma policy will be followed.

If a person or persons unknown to the service harass or makes threats to the children or staff when there is a solitary staff member on duty, the staff member will follow the procedures outlined in Emergency Procedures Policy. The exception to this being that a delegated child will be instructed to call the police. If possible children and staff will move to inside environment and lock the door while waiting for assistance.

Policy first developed for Cabonne After School Hours Care Services 06/06/2013

Policy to be reviewed as per cover page.

Management of Basic First Aid

Policy Statement

The service believes that in order to ensure the highest level of care is maintained for children attending the service; all educators should be suitably qualified in emergency first aid management. The service will ensure that first aid equipment and support is available to all children, educators and visitors to the service and whilst on excursions. All educators are required to undertake senior first aid, asthma management and anaphylaxis management training as part of their conditions of employment to ensure full and proper care of all is maintained (My Time Our Place 3).

Considerations

- National Regulation 89; First Aid Kits
- National Standard 2: Element 2.1.4 “steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines”
- National Regulation 12
- National Regulation 87
- National Law Section 174
- Staff Handbook
- Providing a Child Safe Environment Policy
- Excursion Policy
- Management of Incident, Injury, Illness and Trauma Policy
- Hygiene Policy
- Infectious Disease Policy
- ACECQA “Frequently Asked Questions” www.acecqa.gov.au

Procedure

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

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

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

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

The centre will budget for the cost of first aid course or renewal for each educator as part of the training budget.

A fully stocked and updated first aid kit will be kept in the designated, secure place in the centre. Educators are to ensure that this is easily accessible to all educators and volunteers and kept inaccessible to children

A separate travelling first aid kit will also be maintained and taken on all excursions and outdoor activities.

Version Date: 28 August 2018

The first aid kit will contain the minimum equipment suggested by the Red Cross or St Johns Ambulance and a first aid manual will be kept at the centre.

A cold pack will be kept in the freezer for treatment of bruises and sprains.

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

Each school term, one educator will be designated the duty of maintaining the kits to ensure they are fully stocked, and that all items are within the use by date.

At orientation educators and volunteers will be made aware of the first aid kit, where it is kept and their responsibilities in relation to it.

Qualified first aiders will only administer first aid in minor incidents or to stabilise the victim until expert assistance arrives in more serious accidents.

Telephone numbers of emergency contacts, local doctor and poisons centre will be located where they are easily accessible.

In the event of an emergency the educator administering the first aid must not leave the patient until emergency services or the parent arrives. All emergency calls should be made by a second educator where possible.

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

1. Reassure the child
2. Assess the injury
3. Attend to the injured person and apply first aid as required
4. Ensure that disposable gloves are used with any contact with blood or bodily fluids.
5. Ensure that all blood or bodily fluids are cleaned up and disposed of in a safe manner as per the Hygiene Policy.
6. Ensure that anyone who has come into contact with any blood or bodily fluids wash their hands thoroughly in warm soapy water.
7. Record the incident and treatment given in the Incident, Injury, Illness and Trauma book, recording the following details:
 - Name and age of child
 - Date, time and location of incident
 - Description of injury and circumstances of how it occurred, including witnesses
 - Treatment given and name and signature of first aid attendant
 - Details of any medical personnel contacted
 - Name and details of any parent or emergency contact notified or attempted to notify.
 - Time and date of report and name and signature of a person making report
 - Name and signature of nominated supervisor
8. Notify the parents either by phone after the incident if seen fit or on their arrival to collect the child.
9. The educator or nominated supervisor should obtain parental signature confirming knowledge of the accident report form.
 - Where the service has to administer first aid and the incident is deemed serious as per Regulation 12, the Nominated Supervisor will ensure that the steps

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

Policy first developed for Cabonne After School Hours Care Services 04/06/2013

Policy to be reviewed as per cover page.

Management of Incident, Injury and Trauma

Policy Statement

Our centre aims to ensure the safety and wellbeing of educators, children and visitors, within the centre and on excursions, through proper care and attention in the event of an incident, injury or trauma. The centre will make every attempt to ensure sound management of the event to prevent any worsening of the situation and complete reports on each event that will be signed by the parent of the child involved. Parents or emergency contacts will be informed immediately where the incident, injury or trauma is deemed serious (see regulation 12) and all serious incidents will be reported to the relevant authorities including the NSW Regulatory Authority.

Considerations

- Education and Care Services National Regulation 12, 85, 86, 87, 88
- Education and Care Services National Amendment Regulations 2013
- Work Health and Safety Act 2011
- National Standards 2: Elements 2.1.4 "Steps are taken to control the spread of infectious diseases and to manage injuries and illness in accordance with recognized guidelines.
- Parent Information Booklet
- Staff Handbook
- Acceptance and Refusal of Authorisations Policy
- Enrolment and Orientation Policy
- Dealing with Medical Conditions and Medical Administration Policy
- Providing a Child Safe Environment Policy
- Service Policy "Management of Basic First Aid"
- ACECQA "Frequently Asked Questions: www.acecqua.gov.au
- NSW Department of Health Guidelines
- Disability Discrimination Act 1975
- NSW Anti-Discrimination Act 1977
- Staying Healthy in Childcare 5th Edition

Procedure

a) Enrolment Information

- Parents are required to provide written consent for educators to seek medical attention for their child, if required, before they start in the centre. This will be recorded in the enrolment form.
- Parents will be required to supply the contact details of their preferred doctor or dentist, health fund and Medicare number and expiry date.
- Educators will be required to supply two contact numbers in case of an emergency or accident involving themselves.

b) Incident, Injury or Trauma to a child whilst in the service

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

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

In the case of a major incident at the service requiring more than basic first aid, the first aid attendant will:

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

The other responsible educator will:

- a. Notify parents or emergency contact person immediately regarding what happened and the action being taken including clear directions of where the child is being taken (eg. Hospital). Every effort must be made not to panic the parents and to provide minimal detail regarding the extent of the injury.
- b. Ensure that all blood or bodily fluids are cleaned up in a safe manner.
- c. Ensure that anyone who has come into contact with any blood or fluids washes their hands in warm soapy water.
- d. Try to reassure the other children and keep them calm, keeping them informed about what is happening and away from the injured child.

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

- An ambulance service
- The police
- Parents/guardians or emergency contact
- Regulatory Authority

The centre will notify the parent/guardian or emergency contact that a serious incident has happened and advise them to contact the relevant medical agency. Only a qualified medical practitioner can declare a person is deceased and therefore educators should ensure the

parents are only advised that the injury is serious and refer them to the medical agency (ie. Hospital) where the child has been taken.

- This information should be provided in a calm and extremely sensitive manner.
- The site of the accident should not be cleared or any blood or fluids cleaned up until after approval from the Police.
- All other children should be removed away from the scene and if necessary parents contacted for early collection of children. The children should be reassured and notified only that a serious incident has occurred.

c) Death or Serious Injury to a child or educator out of hours

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

d) Reporting of Serious Incident, Injury and Trauma

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

e) How to decide if an injury, trauma or illness is a "serious incident"?

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

f) Illness

- Families are advised upon enrolment and in regular reminders not to bring sick children to the service and to arrange prompt collection of children who are unwell. The care needs of sick children are difficult to meet without dramatically reducing the general level of supervision of the other children, or risking other children's health.
- Where a child takes ill at the service, all care and consideration

Policy first developed for Cabonne After School Hours Care Services 28/9/2012

Policy to be reviewed as per cover page.

Version Date: 28 August 2018

Page 71 of 112

Policy Development and Review

Policy Statement

Our service aims to provide effective management through the ongoing development and review of policies for the effective operation of the service. This will ensure clear and effective communication between educators and families which in turn will 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 at all times.

Considerations

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

Procedure

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

Other policies are to be developed as deemed necessary by the Coordinator and management.

This will be based on the following criteria:

- An issue or problem arising that is not able to be addressed in a current policy
- Daily operations of the service are unclear to educators, parents or management.

All policies will reflect the current philosophy of the service which is based on the school age care framework "My Time, Our Place".

Policies will be recorded in a loose leaf policy booklet along with the services philosophy, date of endorsement and date of review. This booklet is to be kept in the specified place and made available to those who wish to see it.

Management will ensure that the Coordinator ensures any new management members, educators and families entering the service are made aware of the policy booklet and any specific policies relevant to them.

Any persons involved in the service are to feel welcome to make suggestions and discuss any concerns they may have regarding current policies. Parents and educators will be informed of this policy on enrolment/employment and through the service information booklet.

Version Date: 28 August 2018

Educators and parents and any other relevant persons will be encouraged to have input into the development, review or changes to any policies and where appropriate be involved in the development of these policies.

All new policies, or changes to existing policies will be reviewed in the time frame of 6 operating weeks with a minimum of 14 days' notice provided to parents of policy changes being implemented.

All other policies will be reviewed within an 18 month period and more frequently if the need arises or there are changes to legislation or recognised best practices.

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

- Is the policy operating effectively?
- Does it include appropriate responses to individual incidents?
- Does it meet the needs of all involved in the service?
- Does it meet the aims and objectives as outlined?
- Is it consistent with the current philosophy?
- Is it consistent with current legislation, acts and standards?

Any changes to existing policies will be circulated immediately to all involved in the service through individual notes, notice boards, personal contact or group meeting if deemed necessary. The date the changes will come effective will be noted.

All changes are to be recorded with management, with the date of endorsement and review.

As an ongoing practice, specific policies may be mentioned again through notice boards, letters or personal contact to highlight any relevant issues. This may be required if there is a recurrent problem arising or to highlight any specific current issues in the running of the service.

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

Policy first developed for Cabonne After School Hours Care Service 6/12/12

Policy to be reviewed as per cover page.

Providing a Child Safe Environment

Policy Statement

Our service provides an environment that ensures the safety, health and wellbeing of children at all times. The welfare and protection of all children is of paramount importance. Educators will maintain the premises and equipment, adhere to procedures regarding safe practices and operate in line with the legislative requirements relating to child protective practices and the Education and Care Services National Regulations and Law. Educators and management are aware of their legal responsibility as Mandatory Reporters to take action to protect and support children they suspect may be at significant risk of harm. Educators will ensure that children are adequately supervised at all times and that every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury or trauma (National Quality Standards 2.3.1 and 2.3.2.).

Considerations

- Education and Care Services National Regulations 82, 84, 85, 86, 87, 89, 103, 105, 107, 108, 109, 110, 114, 115, 155, 168, 170, 176,
- National Quality Standard Areas 2,3,4,5 and 7
- Parent Information Booklet
- Staff Handbook
- Health and Safety Policies and Procedures
- Staffing Policies and Procedures
- NSW Children and Young Persons (Care and Protection) Act 1998
- Commission for Children and Young People Act 1998
- Child Protection (Prohibited Employment) Act 1998
- Ombudsman Act 1974 (with relevant Child Protection Amendments)
- NSW Department of Community Services Mandatory Reporting Guidelines
- NSW Child Protection Interagency Guidelines (2006)
- Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No. 13
- Keep Them Safe Information Sessions/overview participants manual 2009/2010
- My Time, Our Place

Procedures

a) Managing the Facility

- Security
 - Only approved educators and management members will be given a key to access the building and equipment areas. The exception being when service runs from a shared area or community venue.
 - A key register will be maintained that indicates the person's receipt of the key, date received, and date returned on completion of employment or completion of term as a member of management. If the service is situated on a school site, service will adhere to key registry requirements of the school.
 - Extra keys will only be cut after agreement by the coordinator and a record made of where they are.
 - All monies and important documents will be kept in a lockable place and access will only be permitted by approved staff and management members.

- Educators will ensure that the building is left in a secure manner before leaving and all windows, cupboards, safe and other relevant areas are locked. All heating and lighting is off and all doors properly secured.
- Educators will inform police and Coordinator as soon as possible if there has been a break in to the service of any kind.
- Educators will remain at the service until the police arrive or inform them of what to do.
- Buildings, Equipment and Maintenance
 - Equipment will be chosen to meet the children's developmental needs and interests. There will be sufficient access to furniture, materials and developmentally appropriate equipment suitable for the education and care for each child.
 - Service premises and all equipment and furniture will be maintained in a safe, clean condition and in good repair at all times.
 - Children will be provided with adequate, developmentally and age appropriate toilet, washing and drying facilities. These will enable safe use and convenient access by children.
 - There must be no damaged plugs, sockets, power cords or extension cords.
 - All plug sockets shall be maintained as child safe.
 - Electrical appliances shall be in good working order.
 - Electrical circuit breakers should be installed, where possible, and be maintained.
 - Provision will be made in the budget for regular maintenance and repair or replacement costs.
 - Coordinator will be aware of local licensed and insured tradespeople.
 - All contractors should have their own public liability insurance.
 - The service and equipment will be regularly checked to ensure that they are in a good and safe condition, comply with relevant Australian Standards and have appropriate soft fall surfacing maintained.
 - Equipment will be regularly washed and cleaned.
 - Recycled craft material should be checked for potential hazards
 - Educators should ensure safe handling of all tools if used as part of any activity.
 - Families will be encouraged to notify educators of any safety issues they observe.
 - Anything that requires maintenance is to be reported to the Nominated Supervisor as soon as possible who will in turn contact the Coordinator.
 - Faulty equipment should be removed or protection placed around any dangerous building sites.
 - A maintenance book will be kept that records any maintenance that needs to be addressed.
 - The maintenance book will record;
 - . Type of problem
 - . Date that it was observed
 - . Who notified the Nominated Supervisor or Coordinator and when
 - . What was done to rectify the problem?
 - . Date repaired
 - . Tradesperson employed to repair the problem
 - If the maintenance needs to be the responsibility of a school or community group, details of contact made will be recorded.

- For urgent repairs the Nominated Supervisor or Coordinator will organise a contractor to attend to the problem. The contractor will be chosen from a known local tradesperson.
- Non urgent repairs will be recorded in the maintenance book. The Nominated Supervisor or Coordinator will note this in their report and bring it to the attention of the appropriate body, who, together with staff will organise to rectify the problem.
- The Nominated Supervisor should review maintenance with Coordinator at the weekly meeting.
- The Nominated Supervisor will also give a review of works completed to Coordinator for future reference.
- It is the responsibility of management and the Coordinator, once a problem has been raised, to ensure that it is rectified in the most efficient manner and that the service is safe for educators and clientele.
- Should the service be considered unsafe or as being a health risk, then the service will be closed, after notice has been given to all relevant parties, until the problem has been rectified.
- The service will have an appropriate number of first aid kits that are suitable to the ages and needs of the children attending. The first aid kit will be well stocked and be easily recognisable and accessible at all times.
- Storage
 - A storage system should be devised that ensures easy access and uncluttered storage of all equipment
 - Storage systems will be cleaned and tidied at least twice a year or when seen as necessary
 - Play equipment and toys should be easily accessible to all children during the operating hours of the service
 - Children will show respect for the equipment and be expected to pack equipment away they have used to avoid trip hazards
 - All equipment is to be neatly packed away at the end of each sessions
 - Craft equipment will be stored in a separate area, children should ask permission before removing any craft equipment such as paints and glues etc. which has not been set up by staff
 - All craft equipment is to be properly washed and cleaned before storage
 - Where room permits, a separate storage area will be available for sporting and large outdoor equipment to prevent clutter
 - All items such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, first aid equipment and medications should be stored in the designated secure area which is inaccessible to children. Educators are responsible to ensure that these areas remain secure and that they do not inadvertently provide access to these items.
 - Kitchen and other refuse areas will be provided with lidded facilities that are emptied and cleaned daily
 - Educators and management will ensure that all family records are kept in a nominated secure place, ensuring that records are kept confidential and not left accessible to others during the course of the daily operations.
- Ventilation, temperatures and natural light

- All heating and cooling systems will be of good quality and checked regularly to ensure safety and reliability
- All heating and cooling systems and power cords will be kept in a safe area and away from children
- Educators will take individual needs and specific activities into account when ensuring that heating, ventilation levels are comfortable
- Should educators, children or families complain about the temperature in the service not being at a comfortable level, this matter will be drawn to the attention of the Coordinator and steps will be taken to address the problem
- Adequate ventilation will be provided at all times. Windows will be properly maintained to ensure easy opening and protection from bugs and insects where possible.
- Where activities involve toxic materials such as paints and glues, staff are to ensure there is adequate ventilation before undertaking activity
- Windows are to be opened, where possible, during operation of the service unless closed due to extreme weather conditions
- Natural light is considered to be most desirable. Provision of natural light areas will be enhanced as much as possible.
- In areas made available for children's homework or other fine detail, natural light will be made available where possible and good overhead lighting provided
- Adequate light will be maintained both indoors and outdoors.
- Pest Control
 - Equipment and especially food items will be properly stored so as not to attract pests and vermin
 - Refuse bins and disposal areas will be emptied and cleaned daily
 - Kitchen, food preparation areas and storage will be cleaned and maintained daily.
 - All areas will be checked daily for signs of pests or vermin
 - Should any pests or vermin be identified then action should be taken to rid the service of the problem by;
 - . Initially using non chemical methods such as physical removal, maintaining a clean environment, and non-chemical products
 - . Low irritant, environmentally friendly sprays to be used minimally and only with adequate ventilation and preferably not in the presence of children
 - . Other methods such as the employment of a pest control company if deemed necessary by Coordinator where the above methods have failed
 - If urgent, the Nominated Supervisor may discuss obtaining a contractor with Coordinator to address the problem
 - If non urgent, the Nominated Supervisor will bring the problem to the attention of the Coordinator who will decide on the appropriate course of action
 - All parents will be notified of any use of chemicals
 - Any use of chemical products should be conducted outside the hours the children and educators presence in the building
 - All action will be taken to remove the children, educators, families and visitors from the environment for as long as is safe and viable

b) Managing the Indoor and Outdoor Environment

- Indoor Environment
 - The service indoor environment will be smoke free and no smoking notices will be prominently displayed
 - The Coordinator and Nominated Supervisor will only enrol the number of children in the service, which can comfortably fit into the building space and in accordance with National Regulations
 - Where children are indoors for long periods due to weather conditions, special activities will be planned in other areas sought to disperse the group such as school halls and verandas, if possible
 - Separate areas in the indoor environment will be provided for;
 - . Signing children in/out of the service
 - . Collection of fees, answering phones, maintaining daily records
 - . Educators and parents to talk in confidence
 - . Children to store their bags and belongings
 - . Storage of equipment, food, dangerous materials and family records
 - . Preparation of food and drinks
 - . Kitchen and other refuse
 - . Cleaning of equipment
 - . Male and female toilet, hand basins and hand drying facilities
 - . Creative and other activities
 - . Large and small group activities
 - . Display of children's activities and work
 - . Quiet space for children to retreat to, do homework or lie down if unwell.
 - The indoor area is to be set up to allow children to participate in a variety of activities with easy access to equipment. Drawing paper and other materials will be made available to children at all times.
 - Easy access to areas should be maintained by making clear easily definable passageways and walkways through the building
 - Staff will ensure that the children properly store their bags and that bags and other items are not thrown into walkways or play areas
 - All items obstructing areas are to be removed and placed in the correct storage areas
 - Areas must be set up to ensure that proper supervision can be maintained at all times
 - Access to the outdoor environment should be clear and easily accessible by the children and staff
- Outdoor Environment
 - The outdoor environment provides each child with at least 7 square metres of unencumbered space in compliance with National Regulation 108.
 - The outdoor environment will be smoke free and where possible, no smoking notices will be prominently displayed

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

c) Child Protective Practices

- Mandatory Reporting
 - A mandatory Reporter is anybody who delivers services to children as part of their paid or professional work.
 - In OSHC services, mandatory reporters are;
 - . Educators that deliver services to children
 - . Management, either paid or voluntary, whose duties include direct responsibility or direct supervision for the provision of these services.
 - Educators are mandated to report to Community Services if they have current concerns about the safety or welfare of a child relating to section 23 of the NSW Children and Young Persons (Care and Protection) Act 1998
 - Section 23 (1);
 - . a-b) Child is at significant risk of harm – neglect
 - . a) Basic physical or psychological needs not being met or are at risk of not being met
 - . b) Parents/carers unwilling or unable to provide necessary medical care
 - . b1) Parents/carers unwilling or unable to arrange for the child or young person to receive an education
 - . c) Child is at significant risk of harm – physical/sexual abuse
 - . d) Child is at significant risk of harm – Domestic violence
 - . e) Child is at significant risk of harm – Serious Psychological harm
 - . Child is at significant risk of harm – prenatal report
 - Educators will undergo training in relation to child protection and reporting as part of the training budget
 - Reports should be treated with strict confidentiality in adherence to the service's Confidentiality Policy and Procedures
 - Any educator who forms a belief based on reasonable grounds that a child is at risk of harm should discuss their concerns with the Coordinator, Nominated Supervisor and or the Responsible Person in charge of daily operation as they

may have information the educator is not aware of. The incident/s that lead the educator to form the belief should be recorded concisely, include as much detail as possible and be kept in a secure place to ensure confidentiality.

- The Coordinator or Nominated Supervisor/Responsible Person will then assist staff in completing the online Mandatory Reporters Guide (MRG) to determine whether the report meets the threshold for significant risk of harm (see point below for further information regarding MRG)
- If directed by the MRG to report to Community Services, concerns should be reported to the Child Protection Helpline:
 - . - Mandatory Reporters phone 133627
 - . - Non mandatory Reporters phone 132111
- When reporting to the Child Protection Helpline, it is important to have as much information as possible available regarding the child/children involved and any specific incident details. This might include child's information, family information, reporter details and outcomes of MRG.
- If the Nominated Supervisor has been advised to but has not reported to Community Services you are legally responsible to do so.
- Once a report is made to the Child Protection Helpline no further report needs to be made unless new information comes to hand.
- **Mandatory Reporting Guide (MRG)**
 - The MRG has been developed to help frontline mandatory reporters, including OSHC educators, determine whether the risk to a child or young person meets the new statutory threshold of 'risk of significant harm'. The MRG will guide the reporter on what action should be taken. The MRG is an interactive tool and is available online at www.keepthemsafe.nsw.gov.au.
 - If still in doubt the Community Services Helpline will provide feedback about whether or not the report meets the new threshold for statutory intervention.
 - If new information presents concerning the child or young person, run the MRG tool again.
 - Where concerns do not meet the significant harm threshold, the MRG tool may guide you to 'document and continue relationship'. This requires the service to continue to support, provide services and coordinate assistance and referral for the child and their family.
 - The report page from the MRG should be printed and placed in the child/family file for future reference regardless of whether or not further action is recommended.
- **Information Exchange**
 - In order to provide effective support and referral it may be necessary to exchange information with other prescribed bodies including government Agencies or non-government organisations and services.
 - The NSW Children and Young Persons (Care and Protection) Act 1998 has been amended (2009) to include chapter 16A Information Exchange
 - Chapter 16A requires prescribed bodies to take reasonable steps to coordinate decision making and the delivery of services regarding children and young people.
 - Under chapter 16A NSW Children and Young Persons (Care and Protection) Act 1998, educators will exchange information that relates to a child or young person's safety, welfare or wellbeing, whether or not the child or young person is known to Community Services and whether or not the child or young person consents to the information exchange
 - The information requested or provided must relate to the safety, welfare or wellbeing of the child. Information includes:
 - . - A child or young person's history or circumstances
 - . - A parent or other family member, significant or relevant relationship
 - . - The agency's work, now and in the past

- Where information is provided in good faith and according to legal provisions, under section 29 and section 145G NSW Children and Young Persons (Care and Protection) Act 1998, reporters cannot be seen as breaching professional etiquette or ethics or as a breach of professional standards. There can be no liability for court action.
- Where a complaint is made about an educator or someone in the service:
 - Should an incident occur that involves child being put at risk of harm from an educator, volunteer, trainee or person visiting the service, this is regarded as 'reportable conduct' and necessitates such conduct being reported to the NSW Ombudsman within 30 days
 - Where the allegation is made to an educator or member of management the facts as stated will be recorded in writing, using an incident report that includes dates, times, names of person/s involved, name of person making allegation and the person making the report. This report should be kept on record and treated as strictly confidential.
 - If the Nominated Supervisor or Responsible Person in charge is suspected then the Coordinator or Management should be informed.
 - The relevant forms together with information and assistance are available online at www.ombo.nsw.gov.au
 - The person making the report should follow the advice of the Ombudsman's Departmental officers. The Coordinator or Management will also follow this advice.
 - The matter will be treated with strict confidentiality
 - For the protection of both the children and the educator involved, the educator should be encouraged to take leave or be removed from duties involving direct care and contact with children, until the situation is resolved
 - Support should be provided to all involved. This support can be given in the form of counselling or referral to an appropriate agency.
- Recruitment of staff
 - All educators employed by the service including management, casual educators, volunteers and students will be subject to a Working with Children Check carried out by NSW Commission for Children and Young People. Written approval from the prospective employee will be sought prior to this check being carried out.
 - When the service engages a self-employed individual to provide services, the provider is required to provide a Certificate for Self Employed People This certificate ensures verification that the person employed is not banned by law from working with children. Application form and instructions are available at www.kids.nsw.gov.au.

Policy first developed for Cabonne After School Hours Care Services 5/6/2013

Policy to be reviewed as per cover page.

Removal and Assumption of care of a Child from the Service by Community Services

Policy Statement

The purpose of this procedure is to provide guidance for children's services when responding to a Community Service 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.

Overview

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

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

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

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

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

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

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

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

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

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

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

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

Procedure

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

- Community Services will contact the service to seek approval from the Coordinator/Nominated Supervisor or the most senior staff member on duty to collect the child, and advise about the need to remove or assume the child from the service, including the names of the representatives and the proposed arrival time (Community Services may be assisted by Police).
- In preparation for the attendance of Community Services, service staff should sit with the child in a comfortable area if it is available, to reduce stress to other children. Ensure that the other children at the service will still be adequately supervised.
- Do not contact the child's parent/s to advise them about the impending removal of the child.
- Contact Coordinator or Management immediately to advise that your service will have a child removed from care by Community Services representatives and the approximate time.
- If there has not been a prior call from Community Services or the representatives do not advise their names upon arrival the Coordinator/Nominated Supervisor should;
 - Confirm identification of the representatives (formal ID)
 - Record the names and contact details of the representatives and the names of any Police in attendance
 - Request that they sign the visitor in/out book
- If there is any doubt about the identity of the Community Services representatives the Coordinator/Nominated Supervisor should contact the relevant Community Services Centre for verification or, if the removal is taking place outside office hours, contact the Child Protection Helpline on 133627 (the mandatory reporting number).
- Where there is a Children's Court Order or search warrant, Community Services representatives will serve an Order on the person at the service who appears to have the care and protection of the child and provide them with an information booklet about the removal (a child or young person may be removed with or without a search warrant or Children's Court Order depending on circumstances).
- Ensure a representative signs the child out and that parents have been informed. An official must remain at the service until it is confirmed that the parent has been informed of the child's removal from the service.

Staff Safety

If the parent or carer contacts and/or arrives at the service for information they should be directed to contact Community Services Centre, or to call the Child Protection Helpline on 132111. Where possible a Community Services caseworker should remain at the service to inform the parent.

Complaints

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

Policy first developed for Cabonne After School Hours Care Services 17/4/2013

Policy to be reviewed as per cover page.

Social Media

Policy Statement

Our service is committed to ensuring that technology is integrated into children's play, leisure experiences, projects and practices to the best of our abilities. We support the appropriate use of technologies by children and educators and recognize that 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).

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

- Social networking sites eg: Facebook, My Space, Instagram, LinkedIn, Bebo, Yammer etc.
- Video and photo sharing websites eg: Flickr, YouTube
- Blogs incorporating corporate blogs and personal blogs
- Blogs hosted by media outlets
- Micro blogging eg: twitter
- Wikis and online collaborations eg: Wikipedia
- Forums, discussion boards and groups eg" Google groups and Whirlpool
- Vod and podcasting
- Online multiplayer gaming platforms eg World of War Craft, Second Life
- Instant messaging including SMS
- Geo spatial tagging eg: foursquare

Considerations

- Education and Care Services National Regulation 73
- National Quality Standard 1.1, 2.3, 4.2, 5.1, 6.2 and 7.3
- Providing a Child Safe Environment Policy
- Staffing Policy
- Confidentiality Policy
- My Time, Our Place

Procedure

a) Unacceptable use of social media

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

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

b) Educators will;

- Consider the content and message of movies, television programs, electronic games and other devices and discuss these with children when deciding what is acceptable for them to engage with
- Not access a social networking site during work hours at the service via a mobile phone or any other device
- Not use a personal camera or mobile phone to take photographs or video at the service or during excursions unless discussed with coordinator previously
- Not post information about the service, staff, management, families, visitors or any matters relating to the service on a social networking site without prior consent of management
- Not post photographs or video taken at the service or on an excursion on a social networking site
- Ensure that pirated DVD's or electronic games must not be used as this is an illegal activity
- Ensure that only G and PG ratings are used in the service or on excursions
- Not be responsible for children's lost games or other equipment

c) Families and Visitors

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

d) Children

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

e) Compliance

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

Policy first developed for Cabonne After School Hours Care Services 18/06/2013

Policy to be reviewed as per cover page.

Staffing

Policy Statement

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

Considerations

- Education and Care Services National Regulations: Reg46, 54, 82, 83, 84, 118, 136, 146, 147, 148, 149, 150, 151, 168, 170, 173, 176, 181
- National Quality Standard: Standard 2.3, Standard 3.1, QA4, QA5, Standard 6.1, QA7
- Staff Handbook
- Providing a child Safe Environment Policy
- Interactions with Children Policy
- Governance and Management Policy
- Confidentiality Policy
- OSHC Code of Professional Standards
- Child Protection Legislation
- Workplace Health and Safety Legislation
- My Time, Our Place
- Local Government Award

Procedures

(A) Staff selection

Qualifications:

Coordinator

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

- An ability to supervise and support Educators.
- The Coordinator will be a minimum of 21 years of age.

Assistant Coordinator

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

Recruitment: Selection panel

- When a position becomes available, management will appoint a panel to conduct the selection process.
- Three people will be on the panel, two members of management and the Coordinator. A convenor of the panel will be nominated.
- Where the position is for the outgoing Coordinator, a staff representative may 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) in conjunction with Manager, Human Resources Cabonne Council.
- Ask applicants to consent to screening.
- Short list the applicants.
- Arrange interview questions, date and time.
- Contact the applicants for the interview.
- Conduct the interviews.
- Arrange for the WWCC to be conducted on the preferred applicant.
- Ensure that approval for selected Educator has been approved under WWCC.
- Make a decision on a suitable applicant, which is put before management for final approval.
- Offer the position to the successful applicant and contact the unsuccessful applicants after the position has been accepted.
- Set date for the commencement of employment and orientation of the new person.
- Prepare letter of employment and contract.

Recruitment: Advertisement

Advertisements shall be placed at least in the local papers. Advertisements are to include:

- Job title
- Specific employment information including hours of work and award rate

- Include that a WWCC is required
- Advice to applicants to include their contact telephone numbers, a resume, a minimum of two referees with at least one work reference and full contact details
- Closing date and postal address for applications
- Contact name and number where applicant can obtain more information

Recruitment: Interview

- The selection panel will draw up suitable interview questions which relate to all aspects of the position and ensure equal opportunity guidelines are followed. The panel will decide who will ask each question
- The panel shall draw up a list of essential requirements for each answer
- No longer than 5 days after the closing date, the panel will meet to discuss the applications, develop a short list and decide on the interview date and times.
- An appropriate time frame (Approximately 30 minutes) will be allocated to each interview with a short break in between for discussion
- A nominated person on the selection panel will contact 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 applicants answers
- Management will discuss each applicant and their suitability for the position based on their answers, qualifications and experiences, comments from referees and selection criteria drawn up by the panel
- Should management have difficulty in deciding between two applicants, a second interview for these applicants may be conducted with new questions
- Management will then make a decision on the applicant for the job according to the selection criteria. The preferred applicant's referees will be contacted to confirm applicant's suitability and checked with the approved screening agency before offering the applicant the position in a "child related" field.
- Should the applicant decline the position, management will either make a second choice from the other applicants or if none are seen as suitable, re advertise the position.

Recruitment: Notification

- Applicants will be given an approximate time that they will be contacted regarding their success for the position
- A person on the selection panel will notify the successful applicant and negotiate a starting date. Preferably offers of employment will not be made until the screening check has been completed. If this is not reasonably practical, the employment is to be offered subject to the check being completed. Applicants are to be notified of this condition.
- A letter of confirmation will be sent to successful applicant requesting acceptance in writing
- After the appointment has been made and accepted, the other applicants will be notified that the position has been filled.

Recruitment: Equal Employment Opportunities

- All Educators positions will be advertised according to Equal Opportunity Legislation
- No one will be discriminated against on the basis of their cultural background, religion, sex, disability, marital status or income
- All applicants and referees will be asked the same questions
- All applicants will be selected according to equal opportunity guidelines
- Selection will be based only on suitability for the position based on the selection criteria which have been drawn up by the panel. The criteria will cover issues such as qualifications and experience, appropriate knowledge to meet 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 interview questions.

(B) Conditions of Employment:

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

(C) Staff Orientation

A member of management, the Coordinator or the Nominated Supervisor 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 arrangement 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 Booklet
- Centres code of Conduct
- Job description
- Emergency Procedure duties
- List of current Educators, management and their positions
- Terms and conditions of employment
- Superannuation information and forms
- Taxation forms
- Probation period, if applicable, and review and appraisal procedure
- Appropriate lines of communication with educators and management
- After the period of one week, management or Coordinator will communicate with the new employee to address any further issues they may have once they have been in the service

(D) Staff professionalism

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

- Educators will be expected to know and follow the Child Protection policies
- The quality of the service and positive working environment are dependent on good educator and parent relationships. Educators will follow proper communication procedures as outlined in the appropriate policies and procedures.
- The maintenance of good teamwork will be an expectation outlined in all job descriptions
- Any conflicts that arise must be addressed as outlined in the grievance procedure.

(E) In Service Training and Development

- Management will ensure sufficient funds are made available in the budget for 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 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
- Educators are encouraged to share relevant skills and knowledge they obtained from any training with other Educators in an appropriate manner.
- 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.

(F) Review and Appraisal

- All Educators will be informed of the appraisal system on acceptance of the position, and given details in the orientation process
- An initial review will be undertaken after a period of one month in the position.
- Appraisals will then be conducted on an annual basis
- Educators, management and the Coordinator will agree on the format of the appraisal system which may be updated to more suitable systems after review, discussion and endorsement by management, coordinator and Educators
- All Educators will be given two weeks' notice of an upcoming appraisal and a convenient time arranged for both parties
- The appraisal system shall clearly state the expectations for each position and identify clear performance measures
- The appraisal system shall ensure two way communication is maintained and is used as a positive avenue for improving staff performance
- The appraisal system can be used as a tool to identify future training needs of the Educators
- At the completion of the appraisal an action plan will be developed identifying areas of training, and action to be taken and goals to be set for each Educator. This will be agreed upon 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 management
 - A record made of the above, dated and signed by both parties
 - Should no improvement be made by 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.

(G) Grievance Procedures

General Grievance Procedure:

- On commencement, all Educators, management and Coordinator will be given the guidelines for grievance procedures
- 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, Coordinator and/or management provide regular opportunities to raise and discuss general issues or concerns about the service. All discussion will be conducted in a confidential manner and involve only relevant persons. Only when 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, the Coordinator or management may decide to investigate those other issues.

Formal Grievance procedure:

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

As appropriate, the Coordinator should now be briefed about the grievance and its current status

The investigation will involve:

 - Interviews with both parties and/or witnesses
 - Assessment of relevant documentation eg. Job descriptions, policies etc.
 - Preparation of a clear description of the issue

- Arranging a formal meeting between parties
- A meeting will be conducted by a neutral third person. This person will manage the conduct of the meeting, be impartial having no input to the content of the meeting, and will prepare a written record of the outcome/s of the meeting.
- Where the service cannot identify a suitably impartial person, management will agree to invite a qualified mediator to assist. The meeting will:
 - Identify the issue/s of concern and persons who are involved
 - Arrange all parties to be involved and to put forward their views
 - Identify alternative solutions
 - Attempt to reach a mutually satisfactory resolution of the issue/s
- At formal grievance resolution meetings all parties are entitled to invite a support person to attend. This person does not provide input to the meeting, but may offer support and advice to their party during the meeting.
- A confidential written record of the outcome of the meeting will be given to all participants who are to acknowledge their agreement by signing the record. A signed copy will be kept with Educators files.
- The neutral party will inform management of the meetings outcome/s
- Management will ensure that outcomes are included in job descriptions or policies as appropriate
- If one party remains dissatisfied with the meetings outcome/s then this should be put in writing to management 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.

(H) Disciplinary Action:

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

Step 1: Verbal warning

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

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

Step 2: Written notice

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

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

Step 3: Final written warning

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

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

Step 4: Termination of employment

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

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.

(I) Relief Educators:

- The service will employ relief Educators on a casual basis to fill short term vacancies or absences
- The Coordinator will keep a register of relief educators, which will be maintained and updated regularly
- A file recording experience, qualifications, Prohibited Employment Declaration and completed Working With Children Checks will be kept with 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 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 or Nominated Supervisor will, where possible, provide a modified induction to the service which will include a tour of the service, introduction to Educators, a copy of staff handbook, job description for relief educators, code of conduct and copies of relevant policies. The Coordinator or Nominated Supervisor will ensure that they are fully aware of their duties and the services expectations prior to commencement.
- Relief Educators must adhere to all areas of confidentiality
- Anyone who will be collecting children from school will be given clear instructions as to the meeting place, list of children to be collected, special service identification (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 our appropriate award.

(J) Volunteers, Students and Visitors

Volunteers:

- All volunteers must be interviewed by the Coordinator 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 or Nominated Supervisor will provide a modified induction to the service, which will include a tour of the service, introduction to Educators, job description for volunteers and code of conduct. The Coordinator or Nominated Supervisor will ensure that they are fully aware of their duties and the services expectations
- All volunteers will be required to sign on and off
- Volunteers will be given a copy of relevant policies such as behaviour management
- Volunteers are not to discuss children's development or other issues with parents
- Volunteers must adhere to all areas of confidentiality
- Volunteers should never be left alone with or in charge of any children
- Volunteers will not be used to do tasks that the employed educators normally do
- Volunteers will be supplementary when calculating basic educator to child ratios, except on excursions
- Volunteers will be invited to take part in social activities of the service

Students:

- Placements may be offered to high school students who wish to gain work experience as part of a school program
- The participating school must initiate the work experience, identify the students suitability and work with the Coordinator in relation to times and expectations

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

Visitors:

- Visitors may be invited to the service to stimulate the children's program
- Visitors could include local people or parents with a skill or ability to share with the children and Educators or local community resources such as police, fire brigade etc.
- All other visitors must make an appointment to speak to 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 Nominated Supervisor or educator directed by either will call the police for removal
- No Educator is to try and physically remove the unwelcome person, but try to remain calm and keep the person calm as far as possible.

(K) Educator: Child Ratios:

- The educator: child ratios as outlined in the National Standards will be met at all times
 - There will be a maximum of 15 children to 1 educator
 - There will be a maximum of 8 children to 1 educator for excursions
 - There will be a maximum of 5 children to 1 educator for swimming
- There will be a minimum of two educators present at all times when possible allowing for approval to operate as a solitary staff service

- When educators are sick or unable to attend work, appropriate relief educators will be employed to meet the standards, where possible
- 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 numbers
- Volunteers will only be counted on excursions to make up higher number of educators required or when temporarily employed
- Students will not be counted as part of the educator: child ratio at any time.

(L) Communication:

Educators/Management will:

- 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 her regular reports
- Where necessary, Educators will be invited to meetings with management to discuss their concerns
- Where the matter is seen as urgent, the Coordinator may raise the issue with management immediately to 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. A copy of this letter must be given to the Coordinator.
- The issue should be raised at the next meeting with management. The Educator involved will be asked to attend the meeting to personally discuss the issue.
- Where there is a distinct conflict between 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 Information Booklets
 - 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 planning of the program and in establishing a code of behaviour for the service
- Appropriate language is to be used 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 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 work place
- Staff/Coordinator meetings are appropriate times to raise matters of interest or concern to other Educators. The Coordinator will arrange for Educators contributions to be shared
- Educators are expected to read Coordinators/staff notes and to take notice of changes to service policy and procedures
- Educators are to read the daily communication book/ notes on sign in register prior to the commencement of each roster
- Educators will familiarise themselves with the contents of all notices 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 procedure will be followed.
- Educators should not unnecessarily involve families or other Educators in their matters of grievance or complaint.

(M) Staffing arrangements

- The service's Nominated Supervisor will be responsible for the service at all times regardless of their attendance at the service
- In the absence of the Nominated Supervisor at any time, a Responsible Person will be selected to be in charge of the daily operation of the service. This person will not adopt the Nominated Supervisors responsibilities during this time. The service will display the details of the Nominated Supervisor and Responsible Person at all times the service is operating.
- A Responsible Person must hold a Certified Supervisors Certificate.
- The service will appoint an Educational Leader and display the name of this person for families should they wish to discuss the services 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 worked directly with children each time they are working in the service. This record will also include the name of the Responsible Person, Educational Leader, and the names of any students and visitors.

Policy first developed for Cabonne After School Hours Care Services 08/06/2013

Policy to be reviewed as per cover page.

Sun Protection

Council has adopted the following policy provided by the Cancer Council and Network of Community Activities in full and has signed a partnership commitment with them as follows. *"We agree to partner with Cancer Council NSW and Network of Community Activities to increase skin cancer awareness and to implement the approved sun protection policy in our service. We will participate in a review process every three years to maintain the sun smart status"*. Signed 26 February 2013

Policy Statement

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

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

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

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

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

Considerations

National Quality Standard 2 Element 2.3.2 *"Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury"*.

National Quality Standard 6 Element 6.3.2 *"Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities"*.

National Regulation 114 "Outdoor Space - shade"

National Regulation 100 *"Risk assessment must be conducted"*

WHS Act and Regulations 2012

NSW Cancer Council www.cancercouncil.com.au/reduce-rlsks/sun-protection

Version Date: 28 August 2018

Procedure

Scheduling of Activities

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

Where appropriate, outdoor activities will be scheduled outside of peak UV times or planned for shaded areas with 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 (hat, 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 (11 am and 3pm during day light saving).

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

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

Shade

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

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. Baseball caps and visors are not recommended,

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

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

Sunscreen

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

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

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

Role Modelling of Staff

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

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

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

Collaboration with Children

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

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

Opportunities for children to set alarms for when the UV index increases above or drops below 3 will be provided and children assigned duties regarding UV reminders, hat 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 o sunscreen to their child prior to attending the service during the spring and summer vacation care period.

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

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

Review

This policy is adopted as standard for all OSHC services in NSW and endorsed as Sunsmart by Cancer Council NSW and Network of Community Activities.

This Policy will not be changed unless advised by Cancer Council NSW and Network of Community Activities

Policy endorsed by Cancer Council NSW September 2012

Policy first developed for Cabonne After School Hours Care Service 6/12/12

Policy to be reviewed as per cover page.

Water Safety

Policy Statement

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

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

The safety and supervised to ensure the safety of children and educators is a priority. This relates to water play, excursions near or at bodies of water, hot water, drinking water and hygiene practices with water in the service environment.

Considerations

- Education and Care Services National Regulation 99, 100, 101, 102, 103, 168
- National Quality Standard 2.3
- Health and Safety Policies
- Excursion Policy
- My Time, Our Place
- Work, Health and Safety Act 2011

Procedures

The safety and supervision of children is paramount when in or around water. This relates to water play, excursions near or at bodies of water, hot water, drinking water and hygiene practices with water in the service environment. Children will be adequately supervised at all times during water play experiences.

a) Water safety in relations to excursions

The service recognises the risks posed by bodies of water. The service will ensure that every precaution is taken so that children are able to enjoy water based excursions safely. Risk assessments will be carried out for programmed water based excursions.

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

- Number, ages and abilities of children
- Number and positioning of educators
- Each child's current activity
- Areas where children are playing, in particular the visibility and accessibility of these areas
- Risks in the environment and experiences provided to children
- Educator's knowledge of each child and each group of children, the experience, knowledge and skill of each educator.

A risk management plan will be undertaken for all excursions near or at bodies of water. Refer to the services Excursion Policy.

Definition of a body of water

The service recognises the following locations are bodies of water:

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

b) Water safety in relation to water based activities within the service

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

Policy first developed for Cabonne After School Hours Care Service 6/12/12

Policy to be reviewed as per cover page.



OSHC Contact Details/ Partnership Commitment

Step
1

Complete your service's Contact Details and sign the Partnership Commitment.

OSHC Service Contact Details

Service name: CADONNE AFTER SCHOOL HOURS CARE SERVICES
Service offered: ☐ Before School Care ☒ After School Care ☐ Vacation Care
Address: 22 WOODWARD ST ORANGE NSW Postcode: 2800
Phone: 0414692875 General service email address: tsear1@bigpond.net.au
Service type: ☐ Community-based ☐ Private owner/operator ☐ Private school ☒ Local Government
CCB approved number of places: 3 SERVICES MULLION CREEK / BLAYNEY / MULLTHORPE
15 20 27

Nominated Supervisor:

Name: TONI SEARL
Phone: 0414692875 Email: tsear1@bigpond.net.au
Preferred method of contact: ☐ Phone ☒ Email Best time of day to contact: prior to 2.00 pm

Approved Provider Representative:

Name: GARY BROWN
Phone: 02 63923230 Email: gary.brown@cadonne.nsw.gov.au

Partnership Commitment

We agree to partner with Cancer Council NSW and Network of Community Activities to increase skin cancer awareness and to implement the approved Sun Protection Policy in our service. We will participate in a review process every 3 years to maintain the SunSmart status.

Nominated Supervisor Signature: [Signature] Date: 26.02.2013

Approved Provider Representative Signature: [Signature]

Step
2

Please email, fax or post this completed form AND a copy of the approved Sun Protection Policy to:

e: sunsmartschools@nswcc.org.au | f: (02) 8302 3529
SunSmart Program Cancer Council NSW PO Box 572 Kings Cross NSW 1340

Please note: Your service details will remain confidential and will only be used to provide information and resources to support the development and implementation of SunSmart OSHC.



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Sun Protection (2012)

Service name: CABONNE AFTER SCHOOL HOURS CARE SERVICES

POLICY STATEMENT

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

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

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

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

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

CONSIDERATIONS

National Quality Standard 2 Element 2.3.2 *"Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury".*

National Quality Standard 6 Element 6.3.2 *"Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities"*

National Regulation 114 *"Outdoor space - shade"*

National Regulation 100 *"Risk assessment must be conducted"*

WHS Act and Regulations 2012

NSW Cancer Council www.cancercouncil.com.au/reduce-risks/sun-protection



PROCEDURE

Scheduling of Activities

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

- ✱ Where appropriate, outdoor activities will be scheduled outside of peak UV times or planned for shaded areas with sun protection used for all children.
- ✱ In non daylight saving time (April-Sept) outdoor activities can take place at any time as long as sun protection (hats, clothing, sunscreen, shade) is used when the UV Index is 3 or above.
- ✱ Where the UV Index for that day is not known, sun exposure will be minimised between the hours of 10am and 2pm (11am and 3pm during day light saving).
- ✱ When planning excursions, sun protection will be included in the risk assessments for service participation.
- ✱ All sun protection practices will be maintained while staff are escorting children to and from school and on any excursions.

Shade

- ✱ Structured outdoor activities will be held in shaded areas whenever possible when the UV Index is 3 or above
- ✱ 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. Baseball caps and visors are not recommended.
- ✱ All educators will be required to wear tops with sleeves and collars or covered necklines and longer style skirts, shorts or trousers.
- ✱ Children who do not have a hat must play in a sheltered area. Staff are to enforce the rule that where a child has not got a hat or is wearing clothing that is not recommended as appropriate they must access shaded areas in which to play.

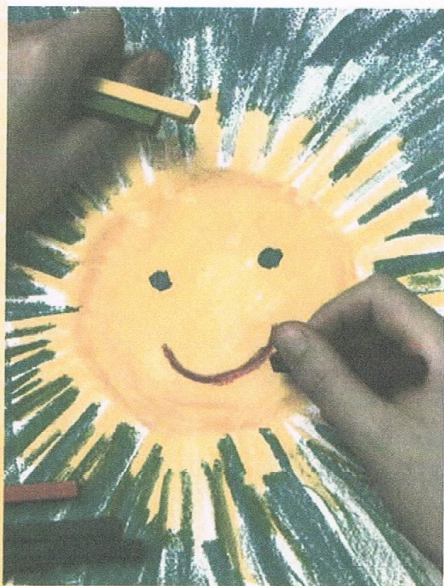


Sunscreen

- * SPF 30+ broad spectrum water-resistant sunscreen will be available at the service for children and educators to use.
- * Educators will ensure there are regular reminders (minimum every 2 hours) to apply sunscreen prior to outdoor play during the months of October to March between 11am and 3pm or when the UV Index 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 (sun-safe hats, clothing, sunglasses, SPF 30+ broad spectrum water resistant sunscreen) when in attendance at the service.
- * Wherever possible, staff will seek out shade when undertaking outdoor supervision in months where the UV Alert is 3 or above.
- * Educators will use opportunities to discuss with children sun protection and demonstrate a positive and proactive approach to the management of sun protection in the service.



Collaboration with Children

- * Children will be provided with opportunities to take leadership roles in managing sun protection.
- * Children will be encouraged to access the internet/ newspaper to check the UV ratings for the day and advise educators of the times when the UV Index will be 3 or above.
- * Opportunities for children to set alarms for when the UV Index increases above or drops below 3 will be provided and children assigned duties regarding UV reminders, hat reminders and management of sunscreen.
- * Children will be reminded that they can remove their hats when the UV Index falls below 3.



Education & Information

- ✦ The sun protection policy will be available to all families using the service.
- ✦ Parents will be informed of the sun protection policy including appropriate clothing requirements on enrolling their child in the centre through the Family Information Booklet.
- ✦ Upon enrolment in the vacation care program, parents will be advised of suitable protective clothing and hats for children to wear at the service and encouraged to apply a sunscreen to their child prior to attending the service during the spring and summer vacation care periods.
- ✦ Where children have allergies or sensitivity to the sunscreen, parents will be asked to provide an alternative sunscreen, or the child encouraged to play in the shade.
- ✦ The centre will incorporate sun and skin protection awareness activities in the program and provide notices and posters about the topic from the Cancer Council NSW as appropriate.

Review

This policy is adopted as standard for all OSHC services in NSW and endorsed as SunSmart by Cancer Council NSW and Network of Community Activities.

This Policy will not be changed unless advised by Cancer Council NSW and Network of Community Activities.

DATE ENDORSED: September 2012

DATE FOR REVIEW & EVALUATION: September 2015

