



**Cherrybrook
OOSH Care**

Policies & Procedures

OUR VISION

Cherrybrook OOSH strives to provide quality care, thru play-based education to school-aged children to meet the needs of families of Cherrybrook Public School and the wider community.

OUR VALUES

- Greet and treat every child and carer with warmth and respect.
- Build responsive, positive, and harmonious working relationships.
- Create a stimulating, warm, secure, and organised environment.
- Offer great programs and consistent high-quality service.

Policies 1 - 34

Overview

These policies were initially based on those provided by Network of Community Activities and will be regularly reviewed and amended to be specific to our services, activities, educators, children and families.

They comply with Education and Care Services National Regulations and are to be complied with.

A policy review and development schedule is in place to ensure policies and procedures are reviewed, updated and added to, as required.

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Policy No.1 - 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 extra-curricular activity for which authorisation is required, but has not been given, this will result in the child not being able to participate in the activity.

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

Authorisation must be obtained for:

- Administering medication to children (Regulation 93).
- Children leaving the premises of a service with a person who is not a parent of the child (Regulation 99).
- Children being taken on excursions (Regulation 102 (1)(4)); and
- Access to personal records (Regulation 181).

Authorisation from families may also be required if:

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

PROCEDURE

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

- Ensure documentation relating to authorisation (permission) from families contains:
 - The name of the child enrolled in the service.
 - The date.
 - Signature of the child's parent/guardian or nominated person who is on the enrolment form.
 - The approximate time the child will return to the service if the child is leaving the service to attend an extra-curricular activity and the time they will return to the service (if applicable); and
- Apply these authorisations to the collection of children, administration of medication, excursions and access to records.

- Keep these authorisations in the child's enrolment record.
- Ensure the child will not be permitted to leave the service to attend any extra-curricular activity until written authorisation to leave independently is obtained on a PERMISSION TO ATTEND EXTRA-CURRICULAR ACTIVITY form.
- Obtain written authorisation via email or ALTERNATE Pick-Up Authority form, (if a person other than the parents/guardian or other nominated person cannot collect the child.
- A person given authorisation by parent/ guardian to collect must be 16 years of age or over with a written authorisation.
- In certain circumstances email, fax or text message is suitable as written authorisation, may be accepted at the discretion of the Nominated Supervisor or Responsible Person on duty. This would be relevant in situations where there has been an emergency situation and no one from the child's authorised list is able to collect the child. The Nominated Supervisor is responsible for keeping these communications on record.
- Exercise the right to refuse if email, fax or text authorisations do not comply with the requirements outlined above; or if deemed that the child's safety and wellbeing may be at risk.
- Waive compliance for authorisation where a child requires emergency medical treatment for conditions such as Anaphylaxis or Asthma. The service can administer First Aid including Asthma or Anaphylaxis First Aid without authorisation. The family and emergency services are to be contacted as soon as practicable after the First Aid has been administered.

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
93-94, 99, 102, 157-158, 161	2.3, 7.3	• Centre Information Handbook • Staff Handbook • Enrolment and Orientation Policy • Administration of Medication Policy • Providing a Child Safe Environment Policy	

Policy No.2 - Administration of First Aid

POLICY STATEMENT

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

PROCEDURE

Cherrybrook OOSH Care will ensure that each of the following persons attend any place where children are being educated and cared for by the service, and immediately available in an emergency, at all times that children are being educated and cared for by the service -

- At least one staff member or one nominated supervisor of the service who holds a current approved first aid qualification.
- At least one staff member or one nominated supervisor of the service who has undertaken current approved anaphylaxis management training.
- At least one staff member or one nominated supervisor of the service who has undertaken current approved emergency asthma management training.
- A current First Aid Certification is an essential criterion for Nominated Supervisors, Responsible Persons, Educators and noted in the Position Descriptions.
- Casual Educators are required to provide a current first aid certificate prior to being rostered and must maintain currency of first aid certification.
- Cherrybrook OOSH Care will arrange group First Aid Training to maintain current first aid qualifications.
- A fully stocked and updated first aid kit is in a secure place in the centre.
- The first aid kit is to be easily accessible to all educators and volunteers.
- Travelling first aid kits will be maintained and taken on all excursions and outdoor activities.
- The first aid kit will contain the minimum equipment suggested by the Australian Red Cross or St John Ambulance Australia and that a first aid manual will be kept at the centre.
- Asthma Emergency Medication and Anaphylaxis Emergency Medication within use by dates will be included in first aid kits.
- Cold/ice pack will be kept in the freezer for treatment of bruises and swelling. Crush packs will be taken on excursion.
- An educator will be designated the duty of maintaining the kits to ensure that they are fully stocked, and that all items are within use-by dates.
- First Aid kits will be audited by management and/ or First Aid Officer and may be inspected by Regulatory Authority.
- At orientation, educators and volunteers are made aware of the first aid kit, where it is kept and their responsibilities in relation to it.
- Qualified first aiders will only administer first aid in minor accidents or to stabilise the victim until expert assistance arrives in more serious accidents.

- Telephone numbers of emergency contacts, local doctor and poisons centre will be in a prominent position at each service.
- In the event of an emergency, the educator administering the first aid must not leave the patient until emergency services or the parent arrives. A second educator should make all emergency calls.

In the Case of a Minor Accident, the First Aid Attendant will:

- 1. Reassure the child.
- 2. Assess the injury.
- 3. Attend to the injured child and apply first aid as required.
- 4. Ensure that disposable gloves are used to administer first aid as a barrier to cross infection
- 5. Ensure that all blood or bodily fluids are cleaned up and disposed of in a safe manner as per the infectious diseases policy.
- 6. Ensure that anyone who has encountered any blood or fluids washes their hands thoroughly in warm soapy water.
- 7. Record the incident and treatment given on the Incident Report Form, recording the following details:
 - Name and age of child.
 - Date, time and location of incident.
 - Description of injury and circumstances of how it occurred, including witnesses.
 - Treatment given, and name and signature of first aid attendant.
 - Details of any medical personnel contacted.
 - Name and details of any parent or emergency contact notified or attempted to notify.
 - Time and date of report, and name and signature of a person making report; and
 - Name and signature of nominated supervisor.
- 8. Notify the parents by phone after the incident.
- 9. Parental signature confirming knowledge of the accident report form will be gained when child collected. If not possible at that time, emailed to parents to sign and return at the soonest possible convenience.

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

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
12, 87, 89 Law: s174	2.1	• Centre Information Handbook / Staff Handbook • Staff Providing a Child Safe Environment Policy • Excursion Policy • Management of Incident, Injury, and trauma Policy • Infectious Disease Policy	• My Time, Our Place Framework • ACECQA (FAQ)

Policy No.3 - Behaviour Guidance

POLICY STATEMENT

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

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

Basic rules will be established based on safety, respect for others, order and cleanliness, and will be communicated to all families, children and educators along with consequences for inappropriate behaviour. The service recognises the importance of children's input into developing the basic rules and helping to determine appropriate consequences for inappropriate behaviour (My Time, Our Place Outcome 2). Educators and children establish agreed behaviours and consequences with agreements displayed in services and positively reinforced during daily practice. Our service promotes a positive approach to managing the behaviour of all children. Children receive positive guidance and encouragement in resolving problems, defeats and frustrations where appropriate (Regulation 155). This can be achieved by exploring possible solutions and helping children understand and deal with their emotions. This will depend on the child's age and level of development (My Time, Our Place Outcome 3).

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

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

PROCEDURES

(a). Guidelines:

- Educators will ensure that expectations relating to children's behaviour are clear and consequences for inappropriate behaviour are consistently applied.
- Where appropriate behaviour guidance systems will align with the frameworks set by partner schools to support a consistent whole-school community approach.
- Educators will act as a positive role model for acceptable behaviour and encourage and reward acceptable behaviour.
- Educators will have access to training and support in positive approaches to behaviour management. This will be made available as part of the training budget.
- Whilst at the service, we expect that the children will comply with the following basic rules:
 - Respect each other.
 - Respect other people's property and that of the service.
 - Share with other children and be inclusive.
 - Accept and respect individual needs and differences.

- Clean up after activities.
- Be polite to educators and to each other.
- Follow the instructions from educators.
- Play only in the allocated areas and as directed by educators and not enter areas that educators have designated as “out of bounds”.
- Remain in the supervised area of the program until the authorised person collecting them has signed them out.
- Not participate in physical fighting (play or real), for example, spitting, throwing toys, stones, or dangerous objects.
- Not bully or engage in any form of aggressive behaviour; and
- 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.
- Look for meaning beyond children’s behaviour to determine any underlying causes of misbehaviour.
- Collaborate with families and colleagues to act accordingly.
- Observing children to identify triggers for challenging behaviours. Paying attention to the child’s developmental level and any program issues that may be impacting on the behaviour.
- Using positive approaches to behaviour guidance. Some of these include positive acknowledgement, redirection, giving explanations, encouragement, giving help, collaborating to solve problems, and helping children to understand the consequences and impact of their behaviour.
- Supporting children by providing acceptable alternative behaviours when challenging behaviour occurs.
- Ensuring limits are consistent, carried out in a calm, firm manner, followed through and that children are helped to behave within the limits.
- Involving the family and the child in appropriate ways in addressing challenging behaviour.
- Using other professionals when necessary to help with behaviour guidance, for example, the Inclusion Support Facilitator (ISF).
- Identifying children’s strengths and building on them; and
- 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 person’s enjoyment, then educators will actively intervene and take steps to attempt to resolve the situation.
- Inappropriate behaviour can include bullying, being uncooperative, not listening to reasonable requests from educators, or consistently disregarding the basic rules. In these instances, the following steps will be taken:
 - The educator will explain to the child that this type of behaviour is inappropriate.
 - The educator will re-direct the child to a different activity within the room (or outdoors).

- If aggressive or inappropriate behaviour occurs/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; and
- A discussion will be held with the child's family when the child is dropped or collected if deemed necessary when discussed with the Coordinator.

(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:
 - Identifying key unacceptable behaviours, making it clear that these behaviours are not acceptable and the expectation that they will not be repeated as a condition of continuing in the service.
 - Approached to support the child to stop and think before acting and choosing other behaviour and support from staff.
 - The child's life outside the service and agreeing similar approach with family and school; and
 - Any problems that may be causing the behaviour.
 - As necessary, consent of the family to seek advice and assistance from relevant external specialists to support the service, child, and family with strategies to address the matter.
 - If persistent inappropriate behaviour continues, then suspension or exclusion of care may be considered.

(e) Suspension of Care or Exclusion:

May be necessary in extreme cases, to protect other children and educators. The service reserves the right to suspend or exclude the child from the service; this may be a temporary or permanent measure. The following steps will be taken should this action be necessary –

- Nominated Supervisor will consult with Management about whether suspension or exclusion is a suitable course of action regarding the incident/s.
- Nominated Supervisor will provide the family with verbal & written confirmation of the decision.
- Written confirmation will state.
 - Summary of the inappropriate behaviour.
 - Dates of the suspension or exclusion period.
 - Meeting request with the child, parent/guardian & Nominated Supervisor to discuss expectations of returning to care.

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
Reg 55	QA. 2, 4, 5 & 6	• Centre Information Handbook • Policy No.4: Child Protection/Safety • Behaviour incident reports • Staff Handbook	• My Time Our Place Outcomes 1,2 & 3)

Policy No.4 - Child Protection/Safety

POLICY STATEMENT

In accordance with the Child Safe Standards & the NSW Office of the Children's Guardian (OCG), Cherrybrook OOSH Care community is committed to making the community safer for children. We believe that it is every child's right to be safe and protected from all forms of abuse, violence, or exploitation. It is the legal and moral obligation of all adults who work within our service to ensure the safety and wellbeing of all children in our care. All staff, including casual staff, volunteers and students have a duty of care to ensure the safety and protection to all children who access the service's facilities and/or programs.

The safety and welfare of all children is of paramount importance. Staff and management have a legal responsibility, as Mandatory Reporters, to take action to protect and support children they suspect may be at significant risk of harm.

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

PROCEDURES

(a). Mandatory Reporting:

- A Mandatory Reporter is anybody who delivers services to children as part of their paid for professional work.
- In OSHC services, Mandatory reporters are:
 - Staff that deliver services to children; and
 - Management, either paid or voluntary, whose duties include direct responsibility for direct supervision for the provision of these services.
 - Staff are mandated to report to Department of Communities and Justice if they have current concerns about the safety or welfare of a child relating to section 23 of the NSW Children and Young Persons (Care and Protection) Act 1998
- Section 23 (1):
 - (a)-(b) Child is at significant risk of harm – Neglect.
 - (a) Basic physical or psychological needs not being met or are at risk of not being met.
 - (b) Families unwilling or unable to provide necessary medical care.
 - (b1) Families unwilling or unable to arrange for the child or young person to receive an education.
 - (c) Child is at significant risk of harm – Physical/Sexual abuse.
 - (d) Child is at significant risk of harm – Domestic violence.
 - (e) Child is at significant risk of harm – Serious Psychological harm; and
 - (f) Child is at significant risk of harm – Prenatal report.
- Any staff that forms a belief based on reasonable grounds that a child is at risk of harm should ensure they record the details of the report in a clear objective format.

- Reports should be treated with strict confidentiality in adherence to the service's Confidentiality Policy and Procedures.
- To support staff where they suspect a child is at risk of harm a "Guide to Child Protection/Safety" is provided to all new staff and available in the policy folder for ongoing reference.
- Any staff who forms a belief based on reasonable grounds that a child is at risk of harm should discuss their concerns with the Nominated Supervisor/Responsible Person as he or she may have information the staff member is not aware of. The Nominated Supervisor will then assist staff in running the online Mandatory Reporters Guidelines tool (see point below for more information) to determine whether the report meets the threshold for significant risk of harm.
- If directed by MRG to report to Department of Communities and Justice, staff should report their concerns to the Child Protection Helpline:
 - Mandatory Reporters phone 132 111.
- When reporting to the Helpline it is important to have as much information as possible available to give to the Helpline. This might include child's information, family information, reporter details and outcomes of the MRG.
- If Nominated Supervisor/Responsible Person has been advised that a child is at risk of harm but has not reported it to the Department of Communities and Justice, you are legally responsible to do so.
- Once a report is made to the Child Protection Helpline no further report needs be made to the CS Helpline unless new information comes to hand. However, notification of Significant Risk of Harm relating to Physical Abuse and of Sexual Abuse are to be made by Notification to the Regulatory Authority.
- If the Nominated Supervisor reports that a child is at risk of harm, then they are to communicate to this to the Quality and Operations Leader.

(b) Mandatory Reporting Guidance Tool:

- A Mandatory Reporting Guidance tool has been developed to help frontline mandatory reporters, including OOSH workers determine whether the risk to a child or young person meets the new statutory threshold of 'risk of significant harm'. The MRG will guide reporter on what action should be taken. The MRG is an interactive tool and is available online at <https://childstory.net.au/> An improved Mandatory Reporter Guide is now located on the Child Story Reporter. See Decision Tree is at <https://reporter.childstory.nsw.gov.au/s/mrg>
- If still in doubt the Department of Communities and Justice Helpline will provide feedback about whether the report meets the new threshold for statutory intervention.
- If new information presents concerning the child or young person run the MRG tool again.
- Where concerns do not meet the significant harm threshold, the MRG tool may guide you to 'Document and continue the relationship'. This requires the service to continue to support, provide services, and coordinate assistance and referral for the child and their family.
- The report page from the MRG should be printed and placed in the child/family file for future reference regardless of whether further action is recommended.

(c) Information Exchange:

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, Staff will exchange information that relates to a child or young person's safety, welfare, or wellbeing, whether the child or young person is known to Department of Communities & Justice and whether 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; and
 - 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 245G NSW Children and Young Persons (Care and Protection) Act 1998; reporters cannot be seen as breaching professional etiquette or ethics or as a breach of professional standards. There can be no liability for court action.

(d) Where a Complaint is Made about a Staff Member, or Someone in the Service:

- Should an incident occur that involves a child being put at risk of harm from a member of staff, volunteer, trainee, or person visiting the service, this is regarded as 'reportable conduct' and necessitates such conduct being reported to the Office of the Children's Guardian within 7 business days.
- Where the allegation is made to a staff member or member of management the facts as stated will be recorded in writing, using an Incident Report template that includes dates, times, names of person/s involved, name of person making allegation and the person making the report. This report should be kept on record and treated as strictly confidential.
- If the Nominated Supervisor or person in charge is suspected, then the chairperson on management committee should be informed.
- The relevant information and assistance are available online at <https://ocg.nsw.gov.au/>.
- The person making the report should follow the advice of the Office of the Children's Guardian
- Management will also follow this advice.
- The matter will be treated with strict confidentiality.
- For the protection of both the children and the staff member involved, the staff member should be encouraged to take special leave or removed from duties involving direct care and contact with children, until the situation is resolved.
- Support should be provided to all involved. This support can be given in the form of counselling or referral to an appropriate agency.

(e) Recruitment of Staff:

- All staff employed by the service including management, full time/part time carers, volunteers and students will be subject to a Working with Children Check which will be carried out by the NSW Commission for Children and Young People. Written approval from the prospective employee will be sought prior to this check being carried out. All staff will be checked against the National Worker Register, to ensure no suspension notices, prohibition notice or enforceable undertaking.

- All staff will sign and abide by Cherrybrook OOSH Care Child Safe Code of Ethics & Conduct.
- Child-safe recruitment practices will include behavioural interview questions and reference checks focused on child safety being of paramount importance.

(f) Training and Support:

- Staff, Volunteers and students must complete Mandatory Child Safety Training by 27 August 2026. Staff will be required to provide certificates to track completion.
- Child protection is a permanent agenda item at staff meetings. Educators are encouraged to ask questions and contribute to the continuous improvement of child safe policies, procedures, and practices.
- We hold regular information sessions for staff, volunteers, and students.
- Our policy is discussed during induction sessions for all new staff, volunteers, and students.
- Staff will undergo training in relation to child protection and reporting as part of the training budget.

(g) Communication:

- All educators, volunteers will be made aware of the Child Safety policy during their induction.
- We have regular discussions with staff, volunteers about our child safety practices.

(h) For Further Information:

Child Story <https://childstory.net.au/>

Human Services Network www.hsnet.nsw.gov.au.

Department of Communities and Justice <https://www.dcj.nsw.gov.au/>

NSW Commission for Children and Young People www.kids.nsw.gov.au; and

Child Protection Helpline 13 21 11

Child Safe Standards Guide

Office of the Children's Guardian <https://ocg.nsw.gov.au/>

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
84 - Awareness of child protection law 117B - Minimum requirements for a person in day-to-day charge 117C - Minimum requirements for a nominated supervisor	Quality Area 7 Quality Area 5 Quality Area 4	• Policy No. CC 25: Removal and Assumption of Care of a Child from the Service by Community Services • Staff Handbook • Volunteer & Student Handbook	• Child Safe Standards • NSW Children and Young Person's (Care and Protection) Act 1998 • Commission for Children and Young People Act 1998 Child Protection (Prohibited Employment) Act 1998 Office of the Children's Guardian • NSW Department of Department of Communities & Justice • Mandatory Reporting Guidelines NSW Child Protection Interagency Guidelines (2006) Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No • 13 Child Story https://childstory.net.au/

Policy No.5 - 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.
- Family of the child to whom the information relates.
- The Regulatory Authority or an authorised officer as expressly authorised, permitted, or required under the Education and Care Services National Law and Regulations; and
- With the written consent of the person who provided the information.

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 information needs to retain; and
 - How information will be disposed of.
- All information regarding the children and their families attending the service is to be used solely for the purposes of providing childcare and meeting the administration requirements of operating the service.
- All information regarding any child/family enrolled in the service will only be accessible to authorised persons. The Approved Provider and the Nominated Supervisor will determine who is authorised to access records.

(b) Retention and Storage of Records:

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

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

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

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
145-152, 168, 174-177, 183	4.2, 5.1, 7.3	• Governance & Management Policy • Enrolment Form • Staff Handbook • Personnel files	• My Time, Our Place • Network OSHC Code of Professional Standards • Network Record Keeping Factsheet • Work, Health and Safety Act (2011) • Privacy Act (1988) • Childcare Service Handbook (DEEWR)

Policy No. 6 - Cultural Relevance / Anti-Bias and Prejudice

POLICY STATEMENT

Cherrybrook OOSH Care recognises and values the diversity of cultures within Australia and our community. The service will provide a wide range of practices to actively counteract bias and prejudice. All children will be treated in the same manner and be provided with the same access to all materials and equipment. The purpose of this policy is to clearly outline how all educators approach programming and experiences offered to children, with no bias in regard to race, cultural background, religion, ability, sexual preference of parents or family dynamics of the child or staff member.

Cherrybrook OOSH team aims to foster within each child, an awareness and acceptance for many cultures, their practices, and their life. Experiences, activities, behaviour, and signage in the centre will be considerate of the cultural, religious, and linguistic diversity of the families within the community.

PROCEDURE

- Staff shall accept and value every parent/guardian and child regardless of race, cultural background, religion, ability, age, sex or sexual preference of parents/guardians or family dynamics.
- Staff will make themselves aware of the specific cultures represented in the families and general community of the centre.
- No prejudice will be made against any family, child, or staff member due to their culture, race, or sexual preference.
- Staff will not be judgemental towards the parents and respect any differences in childcare practices (with the exception of child protection concerns).
- Staff will ensure parents have confidence in the centre's quality of care for their child by seeking information regarding their cultural issues.
- Staff will encourage feedback and input from parents in relation to the program, policies, or other issues in the centre, including those which are affected by the families' culture, race, or religion.
- Parents will be invited and encouraged to contribute knowledge of their own culture to enhance the overall program.
- All staff will undertake training and sharing of information regarding the various cultures and multicultural programming.
- Staff are encouraged to share knowledge of their own cultures with other staff, parents and children and to incorporate this into the program.
- Staff will make themselves aware of any issues or behaviour, which may be offensive to the various cultures and avoid possible offensive behaviour.
- All activities and behaviour in the centre will be considerate of the cultural and linguistic diversity of the families within the community.
- Where possible, parent information will be translated into other languages.
- Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from prejudice, bias, and harassment.

- Staff shall research and gain ideas regarding appropriate and relevant diverse experiences and activities to be incorporated in the program, where children are encouraged to explore and share in an environment free from prejudice, bias, or harassment.
- Staff should be aware of and ensure that festivals and celebrations of many cultures are included in the program.
- Cultural awareness should be integrated throughout the entire program and reflect an attitude of respect and positive appreciation for the differences in our society.
- All activities in the centre will be checked to ensure that negative, discriminating or prejudicial images of particular cultures or lifestyles are avoided.
- Every effort will be made to employ staff and relief staff from the diverse cultures in our society.

RESPONSIBILITIES

All Cherrybrook OOSH Care OSHC staff have the responsibility for the identification of bias or prejudice and reporting of same.

DISTRIBUTION

General membership, all staff at Cherrybrook OOSH Care Community.

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
Reg 168	QA 1, 5 & 6	• Staff Handbook • Cherrybrook OOSH Code of Ethics & Conduct	• Anti-Discrimination Act

Policy No. 7 - Dealing with Infectious Diseases

POLICY STATEMENT

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

PROCEDURE

(a) Prevention:

- Universal precautions will be consistently applied across service practices to ensure prevention of the spread of infections is effective.
- A regularly updated copy of the Department of Health guidelines on infectious diseases will be kept at 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.
- All toilet facilities will have access to a basin or sink with running water and soap and paper towel for washing and drying hands.
- Women and girls will have access to proper feminine hygiene disposal units.
- Soap and paper towel will also be available in the kitchen area.
- All toilets, hand basins and kitchen facilities used by the service will be cleaned and disinfected daily.
- 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 up and cushion covers laundered as required but a minimum of quarterly.
- Educators will maintain and model appropriate hygiene practices and encourage the children to adopt effective hygiene practices. As part of children taking increasing responsibility for their own health and physical wellbeing, educators should acknowledge children who are modelling hygiene practices.
- Informal education in proper hygiene practices will be conducted on a regular basis, either individually or as a group through conversations, planned experiences, inclusion in 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.
- All educators will be advised upon appointment to the position to maintain their immunity to common childhood diseases, tetanus, and Hepatitis B through immunisation with their local health professional.

(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 the notification and ensure it is not prejudicial or identify any children.
- In the event of an outbreak of vaccine-preventable disease at the service or school, children or parents of children not immunised will be required to stay at home for the duration of the outbreak, for their own protection.
- If a child develops symptoms of a possible infectious disease whilst at 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 shall wear disposable gloves and practice universal precautions.
- Staff with cuts, open wounds, or skin diseases such as dermatitis should cover their wounds and wear disposable gloves.
- Disposable gloves will be properly and safely discarded, and staff are to wash their hands after doing so.
- If a child has an open wound, it will be covered with a waterproof dressing and securely attached.
- If bodily fluids or blood gets on the skin but there is no cut or puncture, wash away with hot soapy water.
- In the event of exposure through cuts or chapped skin, promptly wash away the fluid, encourage bleeding and wash in cold or tepid soapy water.
- In the event of exposure to the mouth, promptly spit it out and rinse mouth with water several times.
- In the event of exposure to the eyes, promptly rinse gently with cold or tepid tap water or saline solution.
- In the event of having to perform CPR, disposable sterile mouth masks are to be used, or if unavailable a piece of cloth. The staff person in charge of the first aid kit will ensure that a mask is always available in the kit.
- Staff will consider the resources they are using when assisting school age children when toileting to ensure they are age appropriate and ensure privacy for the child and ease of use by staff.
- Any soiled clothing shall be handled using disposable gloves and be placed in a sealed plastic bag for the parents to take home for laundering. 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 notified if any child contracts a vaccine preventable disease.
- At all times the service will follow the recommendations as outlined in the Health Department document.
- The decision to exclude or re-admit a child or staff member will be the responsibility of the Nominated Supervisor 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 Nominated Supervisor 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/Hepatitis B and C:

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

(d) Management of COVID-19:

- COVID-19 is managed by the Service as a communicable illness in line with current NSW Health advice.
- Children, staff and visitors who are unwell, display symptoms consistent with COVID-19, or have a confirmed diagnosis must not attend the Service.
- Individuals must remain at home until symptoms have resolved and they are well enough to participate in daily activities.
- The Service will implement standard infection control practices, including:
 - effective hand hygiene
 - respiratory etiquette (e.g. covering coughs and sneezes)
 - routine cleaning of high-touch surfaces
 - maintaining well-ventilated indoor environments
- Families and staff will be informed of any relevant health alerts or outbreaks, in line with privacy requirements.
- The Service will follow current public health guidance to minimise the risk of transmission.

Immunisation

- All children must meet the Australian Federal Government's immunisation requirements, or have a valid exemption for the family to be eligible for Child Care Subsidy (CCS)

Non-Immunisation

- Children and educators will be excluded from the Service if there is an outbreak of an infectious disease against which they have not been immunised. The period of exclusion will be in accordance with the National Health and Medical Research Council's recommendations (www.nhmrc.gov.au)

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
85-88	QA 2.1.2, 2.2.2 QA 7.1.2	- Centre Information Handbook - Staff Handbook - Enrolment and Orientation Policy - Providing a Child Safe Environment Policy - Incident, Injury, Illness and Trauma Policy	- Disability Discrimination Act 1975 - NSW Anti-Discrimination Act 1977 - Work Health and Safety Act 2011 - Staying Healthy in Child Care (5th Edition) - NSW Health guidelines

Policy No.8 - Dealing with Medical Conditions and Medication

POLICY STATEMENT

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

PROCEDURE

Dealing with Medical Conditions: Families will be asked to inform the service of any medical conditions the child may have at the time of enrolment. This information will be recorded on the child's enrolment form.

- Upon notification of a child's medical condition, the Nominated Supervisor will ensure the family is provided with a copy of this policy in accordance with Regulation 91.

Parent/Guardian Responsibilities

- Provide a current medical management plan developed in consultation with the child's doctor and family for specific or long-term medical conditions.
- Where a child has an allergy, the family will be asked to supply information from their doctor explaining the effects if the child is exposed to whatever they are allergic to and to explain ways the educators can help the child if they do become exposed.
- Provide completed Medication authorisation form.
- Provide/Replace (within expiry) the necessary medication and equipment required to manage their child's medical condition. Children can NOT attend the service without medication.
- Prior to the child's attendance, consult relevant health professionals and meet with the Nominated Supervisor, to discuss risk minimisation strategies and develop a risk minimisation plan for their child's medical condition/s.
- Families of children with an allergy or intolerance may be asked to supply a safe alternative food if required (e.g. soy milk, gluten free bread).
- Where medication for treatment of long-term conditions such as asthma, epilepsy, anaphylaxis, or diabetes 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.

Nominated Supervisor Responsibilities

- The Nominated Supervisor will ensure a meeting is initiated with the family and relevant health professionals prior to the child's attendance, to discuss the content of the medical management plan and Risk minimisation plans. The Nominated Supervisor is required to ensure the child's medical condition and risk minimisation strategies are communicated to all educators, volunteers and administrative support.

- Content of the Risk Minimisation plan will include:
 - Identification of specific risks to the child or others by their attendance at the service.
 - Identification of any practices or procedures that need adjustment at the service to minimise risk e.g. food preparation procedures.
 - Process and timeline for orientation or training requirements of educators; and
 - Methods for communicating between the family and educators if there are any changes the child's medical management plan.
 - Communication plan

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

- Where possible the service will endeavour to not have that allergen accessible in the service.
- Services will develop critical dates record to record expiry dates for medications of children with serious medication conditions. Services will check regularly to ensure all medications are in date and follow up with families to request medications are replaced 1 month before they are due to expire.
- All Medical Management Plans including for anaphylaxis/ severe food allergies will be placed in an area easily referenced by Educators and volunteers. It is deemed the responsibility of the nominated supervisor to communicate location of medical management plans and risk minimisation strategies to every educator at the service to encourage them to stay current with the displayed Medical Management Plans. Communication Plan
- In relation to communication plans, relevant staff members and volunteers are informed about the medical conditions policy and the medical management plan and risk minimisation plan for the child; and
- A child's parent/guardian can communicate any changes to the medical management plan and risk minimisation plan for the child, setting out how that communication can occur.
- Parents/guardians can communicate any changes to the medical management plan via email, phone, verbally to Admin staff or during the annual review of the risk minimisation plans.
- A communication plan is discussed and incorporated into the Induction and Orientation of new and existing staff (as required), this includes the medical conditions Policy, medical management plans and risk minimisation plans for children. The purpose of the communication plan is to ensure all educators and volunteers have access and are informed of each child's requirements or needs.
- Staff are kept informed about the medical conditions policy, medical management plan and risk minimisation plan as updates occur.

Diabetes

All families with children enrolled at the service with Diabetes must provide a Diabetes Care Plan and Emergency Medical Plan following enrolment and prior to the child starting at the service which should include:

- When how and how often the child is to have finger-prick or urinalysis glucose or ketone monitoring?
- What meals and snacks are required including food content, amount, and timing?

- What activities and exercise the child can or cannot do? Whether the child can go on excursions and what provisions are required?
- What symptoms and signs to look for that might indicate hypoglycaemia (low blood glucose) or hyperglycaemia (high blood glucose)?
- What action to take including emergency contacts and what first aid to implement? An up-to-date photograph of the child.
- The family must supply all necessary glucose monitoring and management equipment.
- There is a staff member who is appropriately trained to perform finger-prick blood glucose or urinalysis monitoring and knows what action to take if these are abnormal.
- Ensure there are glucose foods or sweetened drinks readily available to treat hypoglycaemia at all times (low blood glucose), e.g. glucose tablets, glucose jellybeans, etc.
- Nominated Supervisor will follow the communicate plan, informing the team about strategies to manage the diabetes.

Epilepsy

- All families with children enrolled at the service with epilepsy must provide an Epilepsy Management Plan, seizure record and, where relevant, an Emergency Medical Management Plan, filed with their enrolment record.
- A Medical Conditions Risk Minimisation plan is completed for each child diagnosed, outlining procedures to minimise the incidence and effect of a child's epilepsy. The plan will cover the child's known triggers and where relevant other common triggers which may cause an epileptic seizure.
- Nominated Supervisor will follow the communicate plan, informing the team about strategies the manage the epilepsy.
- All staff members are trained to identify children displaying the symptoms of a seizure, and locate their personal medication and Epilepsy Management Plan
- Individual Epilepsy Management and Emergency Medical Management Plans will be displayed in key locations throughout the Service.

Asthma

- All families with children enrolled at the service with Asthma must provide an Asthma Action Plan completed in consultation with, and signed by, a medical practitioner and updated annually or as required.
- Families of all children with asthma provide reliever medication and a spacer (including a child's face mask, if required)
- A Risk Minimisation Plan is developed for every child with asthma, in consultation with parents/guardians.
- All children with asthma have an Asthma Action Plan and Risk Minimisation Plan filed with their enrolment record.
- A medication record is kept for each child to whom medication is to be administered by the service.
- Nominated Supervisor will follow the communicate plan, informing the team about strategies to manage the epilepsy.
- Individual Asthma Action Plans will be displayed in key locations throughout the service.

Anaphylaxis

- All families with children enrolled at the service with Anaphylaxis must provide an anaphylaxis risk minimisation plan completed in consultation with, and signed by, a medical practitioner and updated annually or as required.
- Families will provide staff with an anaphylaxis medical management action plan signed by the Registered Medical Practitioner giving written consent to use the auto-injection device in line with this action plan.
- Where a child has a severe food allergy resulting in anaphylaxis, the service will have in place risk minimisation strategies that keep the children at risk separate from the particular food allergen. Where it is necessary for other children to consume the particular food allergen the child with a food allergy will be seated separately during mealtimes and all children will wash their hands before and after eating.
- Nominated Supervisor will follow the communicate plan, informing the team about strategies to manage the Anaphylaxis.
- Nominated Supervisor will ensure that the auto-injection device kit is stored in a location that is known to all staff, including relief staff; easily accessible to adults inaccessible to children; and away from direct sources of heat.

(a) Administration of Medication:

- Prescription medication will only be administered to the child for whom it is prescribed, from the original container bearing the child's name and with a current use by date. Non-prescription medication will not be administered at the service unless authorised by a doctor.
- Educators will only administer medication during services operating hours.
- Permission for a child to self-medicate will be administered with the families written permission only.
- An authorisation is not required in the event of asthma or an anaphylaxis emergency where First Aid will be applied, and parent notified; and emergency service notified.
- Families who wish for medication to be administered to their child or have their child self-administer the medication at the service must complete the Medication Authorisation Record and provide the following information:
 - Name of child
 - Name of medication
 - Details of the date, time, and dosage to be administered. (General time, e.g. lunchtime will not be accepted).
 - Method of Administration (including if the child is to take the medication themselves (self-administer); or have an educator give it; and Signature of family member.
- Medication must be given directly to an educator and not left in the child's bag. Educators will store the medication in a designated secure place, clearly labelled and ensure that medication is always kept out of reach of children.
- If anyone other than the parent is bringing the child to the service, a written permission note from the parent, including the above information, must accompany the medication.

- An exception to the procedure is applied for asthma medication for severe asthmatics in which case the child may carry their own medication on their person with parental permission. Where a child carries their own asthma medication, they should be encouraged to report to an educator their use of the puffer as soon as possible after administering and the service maintain a record of this medication administration including time, educator advised and if the symptoms were relieved.
- Before medication is given to a child, the educator (with current First Aid Certificate) who is administering the medication will verify the correct dosage for the correct child with another educator who will also witness the administration of the medication.
- After the medication is given, the educator will record the following details on the Medication Administration Record: Name of medication, date, time, dosage, name, and signature of person who administered and name and signature of person who verified and witnessed.
- In the event of a child having permission to self-medicate this must be authorised on the Medication Authorisation Form and recorded overleaf on the Medication Administration Record.

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
90-96, 178, 181- 184 Law: s167, s173	2.1, 6.2-6.3	• Centre Information Handbook • Staff Handbook • Enrolment and Orientation Policy • Providing a Child Safe Environment Policy • Management of incident, Injury, Illness and Trauma policy • Administration of First Aid policy • Risk Minimisation Plan	• Disability Discrimination Act 1975 • NSW Anti-discrimination Act 1977 • Work Health and Safety Act 2011 • Individual Medical Management Plans and corresponding resources • My Time, Our Place • https://www.diabetesaustralia.com.au/ - Diabetes Australia • https://epilepsyfoundation.org.au/ - Epilepsy Foundation

Policy No.9 - Delivery and Collection of Children

POLICY STATEMENT

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

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 child's parent, guardian or nominee delivering a child to the service must sign the child into the Xplor attendance register online which records the time of arrival and their signature.
- When the child arrives at the service from an extra-curricular activity the educator will be responsible to sign the child in to the Xplor attendance register.
- Educators will be aware of each child's arrival at the service and exchange information where necessary.
- If a child requires medication to be administered whilst at the service, the person delivering the child must complete the Medication Authorisation as per the services Management of Medical Conditions and Administration of Medication procedures.

(b) Collection of Children:

- Children must be collected by the closing time of the service.
- 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 or an Authority to Collect Form on the service record. The collection list must be kept current and updated on a regular basis. Parents are to be encouraged to update their child's enrolment record with a list of trusted authorised nominees to call and be able to collect their child in emergencies.
- The child's parent, guardian or nominee collecting a child from the service must sign the child out of the Xplor attendance register online which records the time of their departure and their signature.
- Written authorisation must be given if children have permission to leave the service themselves. In this case, the Nominated Supervisor or an Educator would sign the child out of the service. Permission for child to leave independently form to be completed and kept on child's record.
- 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 person authorised to collect must be 16 years of age or over with written authorisation on the service record. The Nominated Supervisor will also request identification from the person collecting the child.
- In the case of an emergency where a child's authorised nominees cannot collect the child and someone not on the collection list will be collecting the child, the service must be notified by in writing via email or SMS by an authorised nominee. These written notifications via email, SMS or Fax are to be kept on record.
- In the event that the Police, DCJ, or another authorised authority is present to collect a child, the responsible person will record their name and contact details (and request a business card if available). The Responsible Person will contact management before allowing them to leave the site.

(c) Acknowledgement of Children's Arrival:

- Educators will acknowledge children's arrival at the service during After School Care by entering the child as present in the Xplor program, which records the child's attendance and arrival time at the service on the Electronic Sign In.
- If using transport to deliver children to the service, ensure procedures are in place to record that children have been collected and that educators address children by their name to ensure the correct children have been collected. This is particularly important when employing new or casual staff. Services will be notified of children newly booked into after school care to add to the roll.
- Should a child not arrive at the service, or the designated meeting point educators will follow the below Step (d) Absent and Missing Children procedure of Policy No. 9 – Delivery and collection of children.
- Children whose parents wish for their child to attend extra-curricular activities must complete the relevant form "additional activities authorisation form" giving authority to the service to release and sign-out the child from the care of the service.

(d) Absent and Missing Children:

- Families are required to notify educators as early as possible if children will be absent from the service. Educators will record the absences in an appropriate place where other educators will be aware of the information.
- Families will be informed of their notifying responsibilities upon enrolment and through the parent handbook.
- 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.
 - Read the absentee report sent to the OOSH service from the school office which has information about who was absent from school that day.
 - If the child was absent from school, call the child's authorised nominees as quickly as possible to ask them where their child is and remind them of their notifying responsibilities.
 - If the child isn't with the authorised nominees, educators will search for the child on-site and always ensure adequate supervision for other children.

- The service will keep in contact with the authorised nominees will be maintained until the child has been located.
- 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.

(e) Procedure Prior to closing for the day:

- Before closing the service for the day, educators should look for visual cues that a child may still be on the premises (for example, a backpack left on a hook) and physically check each area, to ensure no child is accidentally locked inside or hiding.
- The Nominated Supervisor/Responsible Person is to log onto the Xplor system to double check that all children have been signed out. The system must state a zero head count confirming all children have been collected.

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
99, 158-161, 168, 176	2.3, 7.3	• Centre Information Handbook • Staff Handbook • Acceptance and Refusal of Authorisations Policy • Enrolment and Orientation Policy • Administration of Medication Policy • Providing a Child Safe Environment Policy • Volunteer & Student Handbook • Risk Assessments for Extra-Curricular Activities and Safe Arrival of Children	

Policy No.10 - Emergency and Evacuation

POLICY STATEMENT

Our service will provide an environment that always ensures the safety and wellbeing of the children (My Time, Our Place 1.1, 3.1). All children, educators and volunteers will be aware of, and practised in emergency and evacuation procedures. In the event of an emergency, natural disaster, or threats of violence these procedures will be immediately implemented. In implementing the practice sessions of emergency procedures with children, educators and volunteers we 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 basis prior to carrying out the emergency drill (My Time, Our Place 5.1 and 5.2).

PROCEDURE

- A risk assessment is conducted to identify potential emergencies that are relevant to our site/service. The risk assessment is reviewed annually or as required.
- Instructions for what must be done in the event of an emergency and an emergency and evacuation floor plan will be 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. Nominated Supervisors will decide as to the delegation of leadership and duties in their absence.
- Emergency procedure, evacuation and assembly point will be displayed at each of the evacuation exits on the plan and educators made familiar with them.
- Educators will discuss the emergency procedures with the children and the reasons for practising the drills prior to each emergency drill being undertaken. Following each drill, children should be reassured, and their suggestions and comments welcomed for how the drill might be improved to provide them with a sense of control and understanding of the process.
- Evacuation procedures are rehearsed twice a term and once during Vacation Care by the staff members, volunteers and children present at the service on the day of the rehearsal and the responsible person in relation to the service who is present at the time of the rehearsal.
- Lockdown procedures are rehearsed twice a term and once during Vacation Care by the staff members, volunteers and children present at the service on the day of the rehearsal and the responsible person in relation to the service who is present at the time of the rehearsal.

- Nominated Supervisors will be responsible for the scheduling of all emergency and evacuation procedures. The schedule will be communicated to children, families and educators.
- Services practice emergency procedures based on the potential emergencies identified through site risk assessments.
- 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 include in the record.
- Sign in sheets of the children and staff in attendance will be attached the record to ensure all children and staff rehearse emergency and evacuation procedures.
- 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 AS 2444-2001 and 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 use the fire blanket or operate the extinguisher and all the children have been evacuated from the room.

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 Nominated Supervisor is unable to make the call another educator 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 the police contact and children being moved to a safer area for possible lockdown.
- Educators will go into Lockdown where the threat is outside, and it is assessed to be safer for children and educators to remain inside. Phone calls will be made to families from the emergency contact list alerting them that the service is in lockdown, that Police have been called and to take directions from emergency personnel when they arrive to collect children.

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
97 - Emergency and evacuation procedures 168 - Education and care service must have policies and procedures.	QA 2.3	• Centre Information Handbook • Staff Handbook • Providing a Child Safe Environment Policy • Excursion Policy • Authorisations and Refusals Policy • Volunteer & Student Handbook	• My Time, Our Place • Network OSHC Code of Professional Standards • Work, Health and Safety Act (2011) • Emergency Planning Workshop – NSW Government/Education

Policy No.11 - Enrolment and Orientation

POLICY STATEMENT

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

The purpose of this is to:

- Enable educators/staff to meet and greet children and their families.
- Support families from enrolment to be involved in the service and contribute to service decisions (NQS 6.1.1)
- Provide essential operational information.
- Form the foundation for a successful and caring partnership between home and the service; and
- To help children develop a sense of belonging, feel accepted, develop attachments, and trust those who care for them (My Time, Our Place, Outcome 1).

PROCEDURES

(a) Eligibility:

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

(b) Inclusion of Children Additional Needs:

- Provision of places for children with additional needs will be made wherever possible, with a regular review period. Access to care will focus on the needs of the child and the service's ability to meet these needs. Ongoing arrangements will be at the discretion of the Nominated Supervisor in consultation with parents/guardians and educators.
- Prior to accepting an enrolment, the Nominated Supervisor will request a meeting with the parent/guardians and child to discuss the following:
 - Amount of support the child would require in the service e.g. One on one support, assistance with toileting/eating/social skills,
- Nominated Supervisor to provide the family with information about Inclusion supporting funding, the purpose of the funding and what is required for the service to apply.
- Discussion about the care environment. This would include how many children attend the service on average, atmosphere when all children are indoors (noise level), resources, boundaries etc.
- Families are asked specific questions about their child's interests, capabilities, social skills, behaviours etc.
- Nominated Supervisor will request copies of diagnoses, medical reports and any other documentation that will support the OSHC team in understanding the needs of the child.
- The Nominated Supervisor will consult with the Quality and Operations Leader whilst deciding as to whether the service can cater to the needs of the child.

(c) Waiting List:

- Where demand for care exceeds the service's number of approved places, families will be placed on the service's waiting list. When completing waiting list details families will be advised of the Priority of Access Guidelines.
- Waiting lists will be refreshed as required. 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 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 the Priority of Access Guidelines and the Childcare Subsidy System (CCSS). There are three enrolment types under the CCSS:
 - Formal enrolments.
 - Informal enrolments; and
 - AMEP/Other enrolment.
- Enrolments will not be accepted from families without full completion of the enrolment form.

(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 meet the requirements of the Childcare Subsidy System (CCSS).
- An enrolment record for each child will be kept at the service which includes all details outlined in Regulations 160, 161 and 162.

(f) Child's Attendance once Enrolled:

- The service's responsibility for the child begins when placed in the staff's care by parent or guardian, or when they arrive from school for the afternoon session. If a child is to be absent on a day they are normally booked, the family must notify the service as soon as possible. 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 book the child into the service as a casual for that afternoon & contact the parent to advise we have the child.

(g) Cancellation of Enrolment:

- Cancellation of an enrolment may be initiated in two different situations:
 - A parent gives written notice that no further care needs to be provided; and
 - The service identifies that care is no longer required or being provided (CCSS Ending Enrolments).

Note: A child's place may be terminated due to non-payment of fees.

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

(h) Confidentiality and Storage of Records:

- Enrolment information will be kept in strict confidence according to the services Confidentiality Policy. All enrolment records will be kept in a safe and secure place and kept for the period specified in the Regulations (Regulations 158, 159, 160, 183).
- In accordance with the Family Assistance Law the following records will be securely stored for 7 years from the end of the financial year in which the care was provided:
 - Complaints relating to compliance with Family Assistance Law.
 - A record of attendance for each child for whom care is provided (regardless of eligibility for Childcare Subsidy), including records of any absences from care.
 - Statements or documents demonstrating that additional absence days more than the initial 42 absence days satisfy requirements.
 - Copies of invoices and receipts issued for the payment of childcare fees.

- Copies of all Statements of Entitlement issued, and any statements issued to advise that there was a change of entitlement.
- Any notice given to a state or territory body about a child at risk of abuse or neglect.
- Copies of the evidence and information provided with an application for approval about persons with management or control of a provider and persons responsible for the day to-day operation of a service.
- Any evidence or information produced to obtain police checks and working with children checks for personnel and to support any statements about these checks in an application for provider or service approval.

(i). Orientation:

- Families who are enrolling their child for the first time have access to the Family Handbook and Policies and Procedures from Cherrybrook OOSH Care.
- Kindergarten families will be invited to Orientation sessions) in Term 4.
- Families should advise educators when they are greeted that it is their child's first day at the service and the educator will introduce themselves and guide them through the sign-in/out process, check that all relevant forms and authorities have been signed and show them around the Centre.
- Educators will introduce the child to other children and engage them in an activity. The educator will remain with the child until they are settled and comfortable in the new environment. Educators will carefully monitor the child whilst in the service to ensure they are settling in.

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
158-162, 168, 177, 183	QA 6.1, 7.3	• Service Enrolment form • Centre Information Handbook • Fee Policy • Confidentiality Policy Delivery • Collection of Children Policy • Acceptance and Refusal of Authorisations Policy • Governance and Management Policy	• Network Record Keeping Factsheet • Care Provider Handbook (DESE) • A New Tax System (Family Assistance) Act 1999 • Childcare Subsidy System (CCSS)

Policy No.12 - Excursions

POLICY STATEMENT

Our service will plan excursions and incursions to extend the educational programming at the service. These are designed to allow children to explore their physical and social environment, participate in skills and educational workshops, play and entertainment both in-centre and on excursion to and beyond their local community (My Time, Our Place Outcome 2.1). Parental permission is required for all excursions. Each excursion is carefully planned, potential risks assessed, and controls put in place.

When planning excursions and incursions, educators will take into consideration experiences that encourage children to investigate ideas, solve problems and use complex concepts and thinking, reasoning, and hypothesising and to transfer and adapt what they have learned from one context to another (My Time, Our Place Outcomes 4.2, 4.3).

PROCEDURES

Planned excursions and incursions will consider:

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

(a) Risk Management - Identification, Assessment and Control:

A Risk Assessment will be completed for each excursion and potentially hazardous incursions.

Through a process of risk identification, level and probability of risk and actions to control, educators will be prepared and understand the behaviours and actions essential to minimise hazards to children's safety and wellbeing.

Risk Assessments are completed and communicated by Nominated Supervisors or delegated Responsible Persons and are to consider:

- The season – Hot? Cold? peak tourist season.
- The proposed destination and distance to/ from the excursion.
- The mode/s of transport, transport routes and suitability.
- Any water hazards.
- Children's ages and abilities.
- The number of children on excursion.
- The number of educators required to ensure adequate risk management and supervision. Minimum 1 educator:10 children ratio on excursion; and higher for higher level risks e.g. proximity to water, children with additional needs.
- The proposed activities.
- The suitable length of time of the excursion.

- The items to be taken on the excursion i.e. first aid kit, mobile phone, attendance roll and family contact numbers; key emergency and management contact numbers; and
- The Risk Assessment to verbally brief educators and children on potential risks and expected behaviours to minimise those risks whilst on excursions.

(b) Policies:

- Nominated Supervisors will refer to Water Safety, First Aid, Sun Protection, Behaviour Management, Supervision and Child Protection Policies when completing risk assessments and controls. Risk managing behaviours will be communicated to educators and children, monitored, and expected on excursion.

(c) Permission:

- The Nominated Supervision must ensure compliance with Reg. 102 (4) Families' permission must be obtained on the Excursion Permission Form (prepared to include details of the excursion as required by Reg. 102 (4) before any child is taken outside of the service. By signing the excursion permission form, the family member is authorising their child to attend the excursion stated.
- Any diversion from a planned, approved excursion, must be cleared with the nominated supervisor and communicated to and approved by the family of each child booked before leaving on excursion.
- Excursion permission may be sought from families in advance to allow their child to attend specified local parks to allow some spontaneity. These permissions to be kept on record and only those children with written authority to participate.
- Once an initial risk assessment is completed for excursion, incursion, workshop, it can be used for up to 12 months, only. All risk assessments are updated every 12 months; when there is a change to the excursion's venue, activities or location; when there is learning from incidents, changes to ECS Law or Regulations, etc.

(d) Supervision:

- Educators and children will be orientated to the risk elements and procedures prior to attending any excursion or participating in incursion activities/ workshops. For example, what to do if separated from the group, toilet procedures, talking to strangers, sun safe behaviours. Educators will monitor, remind, and redirected throughout.
- Minimum 1 educator to 10 children will be rostered on for excursions; and higher based on risk assessment.
- Head counts are conducted regularly throughout the duration of the excursion.
- Children will carry identification on excursions that clearly states the name of the service and the contact phone number.
- An educator must inspect all public toilets before children use them. An educator and at least one other child must accompany any child when using a public toilet.
- When walking the children, one educator must lead the group, another to follow at the back, and the remaining educators spaced along the group, walking on the roadside of the footpath.
- When crossing a road, pedestrian crossings are used where available. If there is no pedestrian crossing, the safest way to cross the road is 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 taken on excursions includes:

- A list of all children with relevant personal details and family contact phone numbers.
- A list of key management and emergency contact numbers.
- A first aid kit, asthma, and anaphylaxis first aid kits.
- SPF 50+ broad-spectrum water-resistant sunscreen.
- Any medication for children attending the excursion.
- A fully charged mobile phone; and
- Other information/equipment noted on the Risk Management Plan.

(f) Lost Child:

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

- Inform other educators in your group.
- Ask the children if they have seen the missing child recently.
- Reassure any child who may be upset.
- Search the premises.
- Check the meeting points.
- Ask the venue staff to begin a search and make an announcement over a loudspeaker if possible.
- Once initial checks have been undertaken and if the lost child is not yet found, the Nominated Supervisor or another educator will call the Police and the family and management.
- Nominated Supervisor will notify the regulatory authority within 24 hours of the serious incident.

(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 their families.
- In some circumstances where the site of the excursion is close to the service, it will be appropriate for children and educators to walk to the site.
- The decision to walk should be preceded by a risk assessment and the route should be determined consistent with the objective of ensuring the safety of educators and children.
- Public transport can be used for excursions, wherever appropriate.
- When using public or private transport it is important that each journey is risk assessed i.e.
 - Ensure adequate adult supervision; and children never left unattended.
 - Ensure RP has clear instructions as to transport route, changes, and destination.
 - Ensure sufficient seats/ seat belts where relevant for each child and educator.
 - Ensure children display appropriate behaviour.
 - Ensure changes of transport are minimised e.g. maximum one change to or from venue.
 - Ensure all community bus operators hold appropriate licenses and insurance.
 - Ensure wheelchair access, if applicable.

(h) Water Safety:

- The service conducts risk assessment for water excursions.
- Water Excursions are to be to aquatic centres and pools supervised by lifeguards.

- Beach play will only be on sand, grass and play equipment areas. Children and Educators are NOT to enter the water other than at lifeguard staff pools.
- While the Regulations do not specify supervision ratios related to water excursions, it is noted that in the Education and Care Services National Law there are clear statements about adequate supervision.
 - Sections 165 - The nominated supervisor of an education and care service must ensure that all children being educated and cared for by the service are adequate.
 - Section 167 - A nominated supervisor of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury; and
 - Section 169 - The nominated supervisor of the education and care service must ensure that an unauthorised person does not remain at the education and care service premises while children are being educated and cared for at the premises unless the person is under the direct supervision of an educator or other staff member of the service.
- Nominated Supervisors are responsible for planning excursions, incursions, and activities. This includes identifying in advance any potential risks, assessing risk levels, and planning safe excursions, incursions and activities accordingly.
- In conducting risk assessments, risks relating to incursion and excursions are to be Identified, the level and probability of each risk assessed and adequate controls in place to ensure the safety and wellbeing of children and educators.
- Nominated Supervisors and delegated Responsible Persons will communicate to educators and children, in advance, the risks and risk management behaviours required to manage identified risks.
- A range of factors shall determine the adequacy of supervision, including:
 - Numbers, ages, and abilities of the children.
 - Areas where children are playing, in particular the visibility and accessibility of these areas.
 - Adequacy of Educator: Child supervision ratios to manage the level of risk in the environment and experiences.
- Adequacy of Educator skill and knowledge to manage risks in environment and experiences.
- Position of educators to maintain oversight:
 - Of each child's location and
 - Of the presence of unauthorised persons and other potential hazards.
 - Within proximity to anticipate, prevent or respond to and address risks that present.
- Educators' knowledge of each child and each group of children
- Other supervising personnel and their roles and responsibilities e.g. Lifeguards supervising swimming pools and reducing water safety risk level. Definition of a body of water:
 - Swimming pools
 - Water fun parks.
 - Wading pools.
 - Lakes.
 - Ponds.
 - The sea/ocean.
 - Creeks.
 - Dams; and
 - Rivers.

OBSERVATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
100-102; 168 Education and Care Services National Law NSW 2011 – Sections 165, 167, 169, (Section 174(2)(a) and Regulation 176(2)(a).	2.3	Health and Safety Policies	My Time, Our Place

Policy No.13 – Fees

POLICY STATEMENT

Our service sets fees in accordance with its annual budget to meet the income required to develop and maintain quality services for children and families. We strive for affordability and high-quality while ensuring viability. The Approved Provider ratifies the budget and fees annually, or as necessary, and monitors it carefully throughout the year.

PROCEDURES

Annual Enrolment Fee:

- Upon being offered a place at the service, the family is required to pay the Annual Enrolment fee charged according to the fee schedule.
- The Annual Booking Fee secures a child's placement at the service and is non-refundable.

One Off Membership Fee:

- Upon enrolment at the service, the family is required to pay the one-off Membership Fee charged according to the fee schedule.

(a) Childcare Subsidy:

- Most Australian families are eligible to receive Childcare Subsidy. Families who are eligible for the Federal Government's Childcare 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 will provide families with information relating to the Childcare Safety Net which supports eligible families facing financial hardship, grandparents, children at risk and people studying and training to gain employment.

(b) 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 Online Enrolment Form in full.
- Families wishing to cancel their child's place at the service are required to provide two (2) weeks' written notice, or they are liable to pay the equivalent of two weeks' childcare fees to the service.
- Casual bookings for Before & After School Care, require 24 hours' notice to be cancelled to receive a refund, otherwise child will be marked absent, and charged in full.
- Vacation Care Bookings will require five (5) working days' notice to receive full refund, otherwise the child will be marked absent and charged in full.

(c) 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 will provide families with information about approved and allowable absences and will adhere to the Childcare Management System (CCMS) in relation to absences.

- If the parent fails to notify the service, the child will be absent for a booked afternoon session, an absent fee will be charged according to the fee schedule.

(d) Service closure:

- No fee is charged while the service is closed over the Christmas/New Year period.
- No fee is charged on a public holiday.

(e) Payment of Fees:

- Payment of fees is by way of Debit success authorisation or direct debit using the service family management system Xplor. Preferred method of payment is via Direct Debit. Direct deposit can be arranged. Credit Cards can be used but as they attract a surcharge, our preference is Direct debit. All information provided is confidential in compliance with our Confidentiality Policy.
- Families receive a statement of fees charged by the service/s (Regulation 168).
- Failure to pay unpaid fees upon termination reminder will result in discontinuation of care for the child, followed by debt recovery action.
- Families undergoing financial hardship are encouraged to alert the service early to agree to a payment schedule; or determine eligibility for Additional Childcare Subsidy with the Outside_School Hours Care Administration in consultation with the Manager Outside School Hours Care.

(f) Debt recovery:

- The Approved Provider reserves the right to take action to recover debts owing to the service. This can include the engagement of debt collectors to recover the monies owed.
- The Approved Provider will reserve the right to employ the services of a debt collector, and the family will be responsible for all fees associated with recovering the debt.

(g) Late collection fee:

- Our services are approved to operate during the session times displayed on site. Educators are unable to accept children in the service outside of these hours. Should children be present after the closing time, a late fee will apply according to the fee schedule. Our Educators have their own families and responsibilities. The late fees help pay for the extra time our Educators work to ensure children's safety and wellbeing.
- The hours and days of operation of the service are displayed prominently within the service (Regulation 173).
- In circumstances that are beyond the control of families, for example, weather and traffic accidents, parents are required to contact the service to alert Educators of this possibility and estimated time of arrival. In this way, your child and Educators can be reassured.
- Families who are continually late collecting their children, without a valid reason, may jeopardise their child's place at the service. Should this be the case, the Nominated Supervisor will meet with the family to discuss this.

(h) Methods of Payment:

Fees can be paid by:

- Debit success authorisation form, every fortnight, from a nominated bank account (or credit card)
- Direct Debit - from your bank account or credit card to the service's bank account. Details of this process will be forwarded to families on enrolment.
- 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 are kept in strict confidence. Members of staff, management or the Approved Provider will not discuss individual names and details openly. Information will only be available to the nominated persons required to act, for example, to initiate debt recovery.
- Families may access their own account records at any time online, or particulars of fees will be available in writing to families, upon request.

(j) Increase of fees:

- The fees are set by the Approved Provider to meet the cost of education and care service operations for each financial year. There will be ongoing monitoring of the financial performance and, should it be necessary to amend fees, families receive a minimum of fourteen days' notice of any fee increase (Regulation 172).

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
68, 172-173	7.3	• Enrolment Form • Direct debit application form • Enrolment and Orientation Policy • Delivery and Collection of Children Policy • Confidentiality Policy • Governance and Management Policy • Centre Information Handbook	• Childcare Management System • Xplor Family Management System

Policy No.14 - Gender Equity

INTRODUCTION

Cherrybrook OOSH Care is committed to help children develop to their full potential by fostering development in all domains, regardless of their gender. The service will provide a wide range of practices to actively counteract bias and prejudice. All children will be treated in the same manner and be provided with the same access to all materials and equipment.

PURPOSE

The purpose of this policy is to clearly outline how all educators approach programming and experiences offered to children, with no bias regarding the sex of the child or staff member.

POLICY

Cherrybrook OOSH Care will ensure that all programs, experiences, and resources offered to children, will be varied with no stereo-typical material regarding gender. The OSHC team will provide a wide range of choices in experiences to actively counteract bias and prejudice.

PROCEDURES

- Staff shall accept and value every parent and child regardless of sex or ability.
- Staff are to be aware of the way in which they treat individual children regarding language, attitudes, assumption, and expectation, and will treat all children in the same manner regardless of sex.
- Staff are to be aware of the way in which they treat individual parents and each other regarding language, attitudes, assumption, and expectation, and will treat all people in the same manner regardless of gender or lifestyle.
- The program will present positive experiences for the children, which are not based on sex role stereotypes.
- All children will be encouraged to try a variety of activities regardless of sex.
- Resource materials used in the centre will as far as possible be non-stereotyped.
- Staff will provide a range of equipment, which is non-sexist and meets the needs of the children.
- Staff should act as positive role models encouraging children to be involved in activities commonly stereotyped for the opposite sex.
- Staff will be actively involved in a variety of activities regardless of sex.
- Every effort will be made to employ staff, relief staff and volunteers from both sexes.

RESPONSIBILITIES

All Cherrybrook OOSH Care staff have the responsibility for the identification of gender bias and reporting of same.

DISTRIBUTION

General membership, all staff at Cherrybrook OOSH Care

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
73, 105	1.1, 1.2, 3.2, 4.1, 5.1, 6.1, 6.2	Anti-Discrimination Policy	Anti-Discrimination Act

Policy No.15 - Governance and Management

POLICY STATEMENT

Our service aims to provide a quality education and care service and will operate according to all legal requirements and recognised best practice in service management. We will ensure there are appropriate governance arrangements in place at all times (as per Quality Area 7.1.1). There will be ongoing process of review and evaluation and all relevant information will be readily available to stakeholders. The governing document of the organisation will be the constitution that deals with the key legal requirements for running the organisation.

A copy of the constitution will be readily available to all committee members to consult. New members will be given a copy of the constitution as part of their orientation.

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

RESPONSIBILITIES

- The responsibilities of the Approved Provider that cannot be delegated to any other person or body include:
 - Compliance monitoring – ensuring compliance with the objects, purposes, and values of the service, and with its constitution.
 - Organisational governance – setting or approving policies, plans, and budgets to achieve those objectives, and monitoring performance against them.
 - Strategic planning – reviewing and approving strategic direction and initiatives.
 - Regulatory monitoring – ensuring that the service complies with all relevant laws, Regulations, and regulatory requirements.
 - Financial monitoring – establishing and maintaining systems of financial control, internal control, and performance reporting; reviewing the service's budget; monitoring management and financial performance to ensure the solvency, financial strength and good performance of the service.
 - Financial reporting – considering and approving annual financial statements and required reports to government.
 - Organisational structure - setting and maintaining a framework of delegation and internal control.
 - Staff selection and monitoring - selecting, evaluating the performance of, rewarding and, if necessary, dismissing the staff. Delegate the functions of sub-committees, the Nominated Supervisor, and other staff.

- Risk management - reviewing and monitoring the effectiveness of risk management and compliance in the service; agreeing or ratifying all policies and decisions on matters which might create significant risk to the service, financial or otherwise; and
 - Dispute management - dealing with and managing conflicts that may arise within the organisation, including conflicts arising between committee members, staff members, or volunteers.
- The Nominated Supervisor is responsible for the day-to-day management of the service and to address key management and operational issues under the direction of, the policies laid down by the Approved Provider, including:
 - Developing and implementing organisational strategies and making recommendations to the Approved Provider on significant strategic initiatives.
 - Making recommendations for the appointment of staff, determining terms of appointment, evaluating performance, and developing and maintaining succession plans for staff.
 - Having input into the annual budget and managing day-to-day operations within the budget.
 - Maintaining an effective risk management framework; and Keeping the Approved Provider and Regulators informed about any developments that may impact on the organisation's performance.

PROCEDURES

(a) Vision, Philosophies and Policies:

- The development and review of the OSHC vision, philosophy statements and policies will be an ongoing process.
- There will be a collaborative and consultative process to support the development of the vision and philosophy statements that will include children, families, and Educators. The statement of philosophy will be included in the Self-Assessment document.
- Policies and procedures will provide clear documentation that will define agreed and consistent ways of doing things to achieve the stated outcomes.
- The Management Committee as Approved Provider will approve the Philosophy and the policies. The Approved Provider, staff and nominated supervisor can only alter policies.
- 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 OSHC vision, service philosophy and policies will be available for all stakeholders and there will be reference to this in the family and staff handbooks and general service information.

(b) Financial Management:

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

(c) Facilities and Environment:

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

(d) Equipment and Maintenance:

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

(e) Review and Evaluation of the Service:

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

(f) Confidentiality:

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

(g) Maintenance of Records:

- Regulation 177 outlines requirements and includes references to records that services must keep. Regulations 183–184 detail storage of records.
- The service has a duty to keep adequate records about staff, families, and children in order to operate responsibly and legally. The service will protect the interests of the children and their families and the staff, using procedures to ensure appropriate privacy and confidentiality.
- The Approved Provider assists in determining the process, storage place and timeline for storage of records.
- The service's orientation and induction processes will include the provision of relevant information to educators, children and families.
- Clear guidelines on who will have access to which particular records will be given to committee members, educators and families. These will be available at all times at the service.
- The Approved Provider will need to ensure that the record retention process meets the requirements of the following government departments:
 - Australian Tax Office (ATO).
 - Family Assistance Office (FAO); and
 - Department for Education, Employment and Workplace Relations (DEEWR).

- In the event of ceasing to operate, the service Management Committee will identify where the records will be kept and seek professional advice on the winding up of the service.
- A list of nominated contacts for Childcare Management System, Australian Taxation office and Superannuation funds, as well as any other accounts, will be maintained and available to all members of the Management Committee. These contacts will be reviewed annually and updated as contacts change to ensure currency in communication for effective governance.

(h) Work, Health, and Safety:

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

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
103, 168, 171-173, 177, 183-185	7.3	• Constitution • Service Philosophy • Quality Improvement Plan • Centre Information Handbook • Staff Handbook • Fee Policy • Confidentiality Policy	• Food Safety Standards • Network Record Keeping Factsheet • Childcare Service Handbook (DEEWR) • Work, Health and Safety Act (2011) • Childcare Subsidy legislation • QIP

Policy No.16 - Inclusion

POLICY STATEMENT

Our service prides itself on effective partnerships that support children's access, inclusion, and participation in the program (NQS 6.2.2). We aim to provide an environment that is free from bias and prejudice in which children learn the principles of fairness and respect for the uniqueness of each person. Children are encouraged to develop their own sense of identity and educators will facilitate this in a way that embraces the needs and abilities of each child (My Time, Our Place Outcome 1).

Educators will ensure that children become aware of fairness and equity and have opportunities to practice challenging bias in their play (My Time, Our Place Outcome 2). The service involves the community to assist educators and children to understand and accept the range of cultures and abilities of members of the local community.

Differences in backgrounds, culture and abilities are valued and families are actively encouraged to share their experiences with educators and other families and cultural competence in children will be fostered. The service will ensure that appropriate inclusion support services are accessed, and families are referred to them in order to support children's well-being and full access to the program.

PROCEDURES

(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 at the service.
- Children with additional needs will be provided with the necessary support and resources to allow them to fully participate in the service. This may require the assistance of specialty services, adaptation of the environment, changes to routines and educator arrangements in order to facilitate inclusion. The service will achieve this in collaboration with the child's family.
- Educators will treat all children equitably and encourage them to treat each other with respect and fairness.

- Educators will act as positive role models by encouraging all children to be involved in a variety of activities, regardless of gender.
- Educators will role model appropriate ways to challenge discrimination and prejudice, and actively promote inclusive behaviours in children.
- Children will never be singled out or made to feel inferior to or better than others. Educators and children will discuss incidents of bias or prejudice in children's play or relationships with each other to help children understand and find strategies to counteract these behaviours.
- The program will include experiences for the children that are not based on sex role stereotypes.
- Resource materials and equipment used in the service will, as far as possible, be nonstereotyped.
- Families will be consulted in the development of holistic programs that are responsive to children's lives, interests, learning styles, genders and reflect children's family, culture, and community.
- Educators will create opportunities for children to learn about, develop respect for, and celebrate the diversity that exists in the service and in the broader community by:
 - Encouraging all families, children, and other educators to share their experiences, skills, cultures, and beliefs.
 - Inviting community members to the service to share their stories, songs, experiences, skills, cultures, and beliefs; and
 - Accessing and using a range of resources (including multi-cultural and multi-lingual resources) that reflect the diversity of children and families in the service and in the broader community.

(b) Educator Recruitment and Professional Development:

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

(c) Inclusion Support Agencies:

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

CONSIDERATIONS

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

Policy No.17 - Interactions with Children

POLICY STATEMENT

Our service will provide an environment that reflects the principles in “My Time, Our Place.” The development of secure, respectful, and reciprocal relationships with children are fostered and encouraged. Genuine respect for diversity and a commitment to equity is reflected in all our interactions with children. Through our interactions with children, we will nurture their optimism, happiness, and sense of fun. We will aim to recognise and respond to barriers which may impact on children achieving a positive sense of self identify.

Educators will use opportunities in their +to support and develop mutual recognition of each other’s expectations.

This will lead to:

- Respect for others.
- A deeper understanding of each other.
- The negotiation of clear boundaries regarding safety; and
- Procedures for creating a caring environment.

PROCEDURES

(a) The Educators Will:

- Educators will always treat children with respect, courtesy and understanding.
- 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 shame.
- Support children in feeling confident in the environment by never using strategies such as shouting, threats of corporal punishment or the refusal of food or other basic needs.
- Treat children equally by appreciating their individual identities, race, cultural background, religion, sex or ability and ensure interactions between children and educators exhibit this.
- Sensitively manage children who are having difficulty conveying their message or managing their emotions.
- Ensure children understand what is being communicated to them during interactions and allow them time to question or respond.
- Speak to children at their level and use voice intonations, facial expressions, and body language to assist in conveying messages.
- Engage in one-on-one conversations with all children and develop an understanding of their likes, dislikes, and interests.
- Collaborate regularly with children regarding their program, daily routines, and practices within the service. Planning and program development will provide experience which meet individual needs, interests and abilities of all children.

- Organise environments and spaces that promote small and large group interactions through meaningful play and leisure.
- Collaborate with children to develop an agreed set boundaries and behaviours to guide their conduct in the service, discussing clear expectations and consequences of inappropriate behaviours.
- Keep expectations simple and only have a small number of concise guiding statements and consequences that children easily understand. Focus for these will be on appreciating and caring for each other and the environment. All staff, families and children will be made aware of the statements and the related consequences. The statements will be clearly displayed.
- Ensure that all educators enforce the expectations 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.
- Collaborate with family members and schools regarding guiding positive behaviour.
- Access professional development and resources related to guiding positive behaviour and include this in professional development planning.
- Act as a positive role model for expected behaviours and positive conduct in the service. Be mindful of respectful language, tone, and nonverbal expression.
- Encourage and reward positive behaviour by giving praise and specific, meaningful feedback to children as often as possible. This will reinforce their understanding and enhance their motivation.
- Focus on the behaviours being displayed and not the child displaying them.
- Assist children in regulating their own behaviours. Use simple conflict resolution skills. Practice self-reliance and promote 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 regard to comforting children, application of first aid, safety provisions such as holding hands and maintaining respectful bodily space
- Identify any interactions which are not appropriate and refer to the services 'Providing a Child Safe Environment' policy to address these concerns.
- Maintain defined boundaries and clear expectations regarding agreed behaviour with all children and their families.

(b) The Children Will:

- Be treated with respect, courtesy and understanding which embraces race, cultural background, religion, gender, and ability.
- Be encouraged to listen to others with respect, courtesy and understanding which embraces race, cultural background, religion, gender, and 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 a mutually agreeable 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 expectations and boundaries and the consequences they should expect if these are not followed.
- Encourage their peers to act according to agreed expectations and consequences.

- 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 space, solitude and quiet time supported and respected by educators and children.
- Develop an understanding of the choices they make and the responsibility they have to manage their own behaviours in conjunction with educators.

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
73-74, 76, 155-156, 168	Quality Areas 1, 5, 6	• Centre Information Handbook • Staff Handbook • Programming and evaluation records • Grievance policy • Child Safe Environments • Behaviour Guidance • Volunteer & Student Handbook	• My Time, Our Place • Child Safe Standards

Policy No. 18: Safe Transportation of Children

POLICY STATEMENT

Transportation forms part of our services, and we are committed to ensuring that children and educators are transported in a way that the safety and wellbeing of all involved is maintained at all times that children are in our care.

We see transport as not only a means of travelling to or from venues but an opportunity to teach children life skills, have meaningful interactions, and engage with the community. Our aim is to ensure our duty of care and support all children while they use and access all modes of transport and extend on their learning by providing them with opportunities to be socially responsible, take increasing responsibility for their own health and wellbeing and feel safe and secure.

We believe that transportation 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).

Note Regulations for new transport provisions 102B, 102C, 102D, and 168(2) (ga) and existing regulation amendments 100, 101(2)(d), and 102(4) for excursion provisions.

DEFINITION

Regular Transportation

Means the transportation by the service or arranged by the service (other than as part of an excursion) of a child being educated and cared for by the service, where the circumstances relevant to a risk assessment are substantially the same for each occasion on which the child is transported. [An example of a change in circumstances that are substantially different might be when the means of transport or the transportation route or destination(s) have altered, or the provider of the transportation service has changed].

Transportation that is not Regular

Means the transportation by the service or arranged by the service, as part of an excursion, of a child being educated and cared for by the service.

PROCEDURES

Requirements for the safe transportation of children include procedures that address all the same requirements that must be addressed for written authorisations and risk assessments for transporting children.

Risk Assessments

A risk assessment will be conducted before authorisation of any transportation is requested. Risk assessments, needs to be developed in accordance with Education and Care Service National Regulation 102C. Services will use the Transportation Risk Assessment. The risk assessment will identify and assess risks that transportation may pose to the safety, health and wellbeing of children and specify how the identified risks will be managed and minimised.

The Nominated Supervisor will be responsible for a “transportation kit” that will include the following

- Charged mobile phone that has contact details for the service, management, and Responsible Persons
- Sign in/out sheet relevant to the activity, service and/or school being transported.
- Emergency contact numbers for the children being transported.
- Emergency response information including Emergency and Incident, Injury, Trauma, and Illness policies.
- Safe Transportation of Children Policy and procedures.
- Relevant transportation risk assessment
- Fully stocked first aid kit including emergency asthma and anaphylaxis.
- Individual children’s medication, medical action, and risk minimisation plans.
- Where applicable supply of sunscreen, spare hats, drinking water.
- High Vis-Vests or Armbands for Children

Authorisation for Transportation

Authorisation for a child to be transported must be given by a parent or other person named in the child’s enrolment record as having authority to authorise transportation of a child. Written authorisation will be obtained, using Cherrybrook OOSH excursion and regular transportation authorisation forms. If the transportation is ‘regular transportation’, the authorisation is only required to be obtained once in a 12-month period or when the risk assessment is amended. For transport that is not regular, authorisation will be obtained each time transport is to be used. An authorisation for transportation form is developed in accordance with Education and Care Services National Regulations 102D – “Authorisation for service to transport children”.

PROCEDURES

Planning Transportation

The new staff induction process will involve educators being made aware of the relevant risk management strategies, policies, and procedures around transportation.

The Nominated Supervisor or responsible person will appoint a responsible person or suitable responsible educator to be in charge when transportation of children is undertaken. All educators will implement the risk management strategies outlined in the transport risk assessment to ensure children’s safety and wellbeing.

The number of educators needed while transporting children will be determined as part of the risk assessment process. To determine the number of adults consideration is to be given to the following:

- Number, age and ability of children.
- Number and physical positioning of educators
- Each child’s activity
- Visibility and accessibility in the vehicle
- Risks related to the mode of transportation and when travelling on foot.
- Risks in the environment, location or while travelling.
- Any previous risk assessment

- The experience, knowledge, and skill of each educator
- Compliance with National Law and National Regulations

Increasing the educator to child ratio improves supervision, minimises risk and allows for better quality interactions between adults and children,

The Nominated Supervisor will engage children in discussion about safe transport practices and establish and implement travel behaviour guidelines at a developmentally appropriate level. Guidelines will be focused on safety and respectful, courteous behaviour to others and will reflect the Behaviour Guidance policy and Cherrybrook OOSH Client Transport Safety Policy

General Conditions and Usage Guidelines

When using Public or Contracted Transport

- Transport via public buses, trams, trains, or ferries journeys will be carefully planned to ensure the safety and wellbeing of children and adults. The risk assessment will consider the additional risks posed by sharing transport with members of the public. Journeys using public transport should be planned outside of peak travel hours to minimise crowding and maximise comfort and safety.
- Based upon the risk minimisation strategies the Nominated Supervisor may arrange the following:
 - Contact the transport provider to inform them of the route, times and estimated number of children and adults that plan to use the transport.
 - Notify the transport staff upon arrival at the station/ terminal so the vehicle operators can be informed and prepared for the group of children to board.
 - Supervision of children on public transport will be in accordance with the Outside School Hours Care Excursion and Supervision policies and procedures and as determined by the transport risk assessment. Educators will ensure that children remain seated and constant supervision of all children is maintained whilst on the mode of transport.
 - Groups will be organised so that children are walking in two lines with all children having a partner. For those younger children requiring support an older child will be paired with them to provide assistance.

When using public transport, the responsible educator will mark the transport attendance record and educators will conduct head counts to ensure all children are present.

- An educator will be the last person to embark and disembark all modes of transportation to ensure all children are accounted for.
- Attendance checks and headcounts will be conducted at times including, but not limited to:
 - prior to embarking
 - when embarking
 - when on board
 - when disembarking
 - after disembarking

Moving Children to and From a Vehicle

- The Responsible educator will request that the driver park the vehicle as close as possible to the pickup or destination to avoid children having to crossroads, walk through traffic areas, including car parks and driveways.
- Educators will use the route as determined by the risk assessment and actively supervise children while moving to and from the vehicle. Supervision will take into consideration children's age, development, and their capacity to recognise and react to risks.

Walking:

In addition to the above transportation risk assessment requirements the following must also be considered: Nominated Supervisor will decide the safest walking route and include in the risk assessment.

- group size for three educators - 30 children. One educator to be positioned at the front, middle and behind of the group whilst walking and two responsible children to lead the group. Responsible children determined by educators prior to leaving and briefed on their responsibilities as leaders of the group.
- Where possible traffic lights and pedestrian crossings will be used.
- Hi Vis Vests or Armband, are worn by all children
- The educator at the front of the group will ask for children's full attention before checking to see if clear to cross. If all is clear the educator will stop in the middle of the road and say very clearly "it's safe to cross".
- Other educators will then encourage children to walk across the road in a safe manner.
- Always one educator stays at the front of the group, and one remains at the back of the group.
- In cases of extreme weather (heat, rain, wind, smoke) alternate transport options will be considered by the Nominated Supervisor or Responsible Person

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
New transport provisions - 102B, 102C, 102D, and 168(2)(ga) Existing reg. amendments 100, 101(2)(d) and 102(4) for excursions.	1. 1, 2.3, 4.2, 5.1, 6.2, 7.3	• Providing a Child Safe Environment policy • Excursions • Staffing policy • Confidential Policy	• My Time, Our Place • NSW Govt. SAMPLE Safe Transportation of • Children Policy and Procedures

Policy No. 19: Management of Animals

POLICY STATEMENT

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

PROCEDURES:

The decision to keep a pet or have an animal (or animals) visit the service will be made by the Nominated Supervisor, based on an observed need or value to the children. The Nominated 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 Nominated 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 animals, animal products or feed, or animal environments.
- Supervise human-animal contact, particularly involving the younger children.
- Display animals in enclosed cages or under appropriate restraints.
- Not allow animals to roam, fly free, or have contact with wild animals/birds.
- Designate a specific area for contact with animals.
- Not allow food in animal contact areas; do not allow animals in areas where food and drink are prepared or consumed.
- Clean and disinfect all areas where animals have been present.
- Children should only have contact with animals under adult supervision.
- The cleaning of animal cages or enclosures is not to be done in sinks or other areas used to prepare food and drinks.
- Obtain appropriate veterinary care if and when necessary and ensure the animals are kept immunised, clean and free of intestinal parasites, fleas, ticks, mites, and lice.
- Ensure any bedding, toys, litter tray, food feeding container or water container used or consumed by animals is inaccessible to children.
- Prepare a weekly roster to ensure the animal is appropriately fed and cared for.
- Ensure that a procedure is in place for the care of animals over the weekend, public holidays, particularly if the service does not operate on these days. In this instance, it may be necessary for a staff member to take the animal home with them, or alternatively a family enrolled at the service may agree to care for the animal on these days.
- Remind children about the hygiene practices required for handling an animal and ensure these practices are followed.
- Maintain adequate supervision of the children and animals at all times.

- Follow the service's policies in relation to risk assessment, providing a child safe environment /or any incidents or 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, and eventually, if untreated, may spread into the bloodstream. The following preventative measures will be followed to help minimise risk to health and safety from contact with animals:
 - A Vet should promptly treat animals that are ill or thought to be ill. An animal that is irritable because of pain or illness is more likely to bite or scratch.
 - All children will be supervised when they have contact with animals. Children should be discouraged from putting their face close to animals or playing with animals while animals are eating.
 - Do not allow animals to contaminate sandpits, soil, pot plants and vegetable gardens.
 - Gloves will be worn when handling animal faeces, emptying litter trays and cleaning cages.
 - Dispose of animal faeces and litter daily. Faeces and litter will be placed in a plastic bag sealed and put out with the garbage.
 - Pregnant women in particular should avoid contact with cat faeces.
 - If the animal is a bird, wet the floor of the cage before cleaning it to avoid inhalation of powdered, dry bird faeces.
 - Avoid bringing in or keeping ferrets, turtles, iguanas, lizards or other reptiles, birds of the parrot family, or any wild or dangerous animals.
 - Children and educators must wash their hands thoroughly after touching animals and cleaning their cage/litter trays.

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

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

CONSIDERATIONS

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

Policy No. 20: Management of Complaints

POLICY STATEMENT

Our 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 centre information handbook, staff handbook and on our website. We will identify complaints and grievances as opportunities to improve the quality of our service.

PROCEDURE

- The Service will support an individual's right to complain and will help them to make their complaints clear and try to resolve them.
- A complaint can be informal or formal. It can be anything an individual thinks are unfair or which makes them unhappy with the service.
- Families will be provided with clear written guidelines detailing the grievance procedure, in the centre information handbook.
- All confidential conversations with individuals who have a complaint or grievance will take place in a quiet place away from children, other families or staff that are not involved.
- The Nominated Supervisor or Management will respond to a complaint within 24hrs and take necessary action where required. If, an individual has a complaint or comment about the service, they will be encouraged to talk to the Nominated Supervisor who will arrange a time to discuss their concern and come to a resolution to address the issue.
- If the complaint is not handled at this level to the satisfaction of the person making the complaint, they should discuss the issue with the Centre Manager either in writing or verbally.
- Management will discuss the issue with the Nominated Supervisor and develop a strategy for resolving the problem, this would be discussed further with the individual or if necessary, a meeting will be organised with the Nominated Supervisor and individual to resolve the problem.
- All complaints will be recorded in writing and dated indicating the issue of concern and how it was resolved. All information on complaints and grievances will include evidence that complaints are investigated within satisfactory timeframes and have led to amendments to policies and procedures where required.
- The Nominated Supervisor or management will inform the person making the complaint of what has been decided regarding the issue. Staff will also be informed of any relevant issues that they need to address or be aware of. This could be done verbally or if the issue has been dealt with on a more formal basis, then the committee or Nominated Supervisor 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.

Complaints Involving Harmful Sexual Behaviours

- Any complaint that involves allegations of harmful sexual behaviour exhibited by a child will be handled with the highest priority, in accordance with the child protection legislation and Cherrybrook OOSH policies.
- The safety and wellbeing of all children will be foremost consideration in managing such complaints
- All educators will be supported to recognise and respond to concerns about harmful sexual behaviours
- Allegations will be documented factually and confidentially and reported to the Approved Provider and relevant child protection authorities as required.
- Cherrybrook OOSH will work in partnership with families, support services and authorities to ensure appropriate actions are taken to protect all children, and to support those involved, including the child who may be exhibiting concerning behaviour.

Child-Focused Complaint Handling System

- Cherrybrook OOSH is committed to maintain a child-focused approach in its complaints handling system
- Children are supported and encouraged to raise concerns or complaints through age-appropriate methods, such as suggestion boxes, conversations with trusted educators and visual communication tools.
- Educators are trained to listen actively and respond respectfully to children's concerns and to take all issues raised by children seriously.
- Children are regularly informed in, developmentally appropriate ways, of their right to be heard and how they can safely raise a concern.

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
168	7.3	- Centre Information Handbook - Staff Handbook - Providing a Child Safe Environment Policy - Excursion Policy - Authorisations and Refusals Policy - Volunteer & Student Handbook - Child Protection	Department of Communities & Justice Complaints, Appeals and Monitoring Act, 1994

Policy No. 21: Management of Incident, Injury, Illness and Trauma

POLICY STATEMENT

Our service aims to ensure the safety and wellbeing of educators, children, and visitors, within the service and on excursions, through proper care and attention in the event of an incident, injury, illness, or trauma. The service will make every attempt to ensure sound management of the event to prevent any worsening of the situation and complete reports on each event that will be signed by the family of the child involved.

Family members or emergency contacts will be informed immediately where the incident, injury, illness, or trauma is deemed serious and be reported to the NSW Regulatory Authority as per the National Law and Regulations.

PROCEDURE

Enrolment Information:

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

(a) Incident, Injury or Trauma to a Child whilst in the Service:

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

- If an ambulance is required and the child is taken to hospital, an educator will accompany the child and take the child's medical records with them.
 - Complete a centre accident report and a serious incident report for the regulatory authority.
- Another educator will:
 - Notify family or emergency contact person immediately regarding what happened and the action that is being taken including clear directions of where the child is being taken (e.g. hospital). Every effort must be made not to cause panic and to provide minimal detail regarding the extent of the injuries.
 - Ensure that all blood or bodily fluids are cleaned up in a safe manner.
 - Ensure that anyone who has come in contact with any blood or fluids washes their hands in warm soapy water.
 - Try to reassure the other children and keep them calm, keeping them informed about what is happening, and away from the child.
- Accidents which result in serious incident, injury, illness, and trauma (including death) to a child must be reported to:
 - The ambulance service.
 - The police.
 - Family or emergency contact person; and
 - Regulatory Authority.
- The centre will notify the family or emergency contact person that a serious incident has happened and advise them to contact the relevant medical agency. Only a qualified medical practitioner can declare a person is deceased, therefore educators should ensure the parents are only advised that the injury is serious and refer them to the medical agency (i.e. hospital) where the child has been taken.
- This information should be provided in a calm and extremely sensitive manner.
- The site of the accident should not be cleared, or any blood or fluids cleaned up until after approval from the Police.
- All other children should be removed away from the scene and if necessary, parents contacted for early collection of children. The children should be reassured and notified only that a serious incident has occurred.

(b) Death or Serious Injury to a Child or Educator Out of Hours:

- Educators in the service must be prepared to handle all incidents in a professional and sensitive manner. In the event of tragic circumstances such as the death of a child or educator, the educators will follow guidelines as set out below to minimise trauma to the remaining educators and children in the service.
- In the event of the death occurring out of service hours, a clear emergency procedure will be maintained for the other children at the service.
- If a child is the deceased, the Nominated Supervisor should make contact with the child's school to liaise with them regarding the school's response to the event.

- The Nominated Supervisor should also contact the NSW Regulatory Authority as soon as possible and within 24 hours to report the incident. The school and Network of Community Activities should be contacted to seek additional support, resources, or advice.

(c) Reporting of Serious Incident, Injury and Trauma:

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

(d) How to Decide if an Injury, Trauma or Illness is a 'Serious Incident':

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

(e) Illness:

- Families are advised upon enrolment and in regular reminders not to bring sick children to the service and to arrange prompt collection of children who are unwell. The care needs of a sick child are difficult to meet without dramatically reducing the general level of supervision of the other children or risking other children's health.
- Where a child takes ill at the service, all care and consideration will be given to comfort the child and minimise the risk of cross infection until the child is collected by the family/emergency contact.
- A child or adult will be considered sick if he/she:
 - Sleeps at unusual times, is lethargic.
 - Has a fever over 38°C.
 - Is crying constantly from discomfort.
 - Vomits or has diarrhoea.
 - Is in need of constant one to one care.
 - Have symptoms of an infectious disease.
- If a child is unwell at home, the family is not permitted to bring the child to the service. Children who appear unwell when being signed in by their parent/guardian will not be permitted to be left at the service.
- If a child becomes ill whilst at the service, the parents will be contacted to take the child home. Where the family is unavailable, emergency contacts will be called to ensure the child is removed from the service promptly.
- The child who is ill will be comforted, cared for and placed in a quiet isolated area with adult supervision until the child's family or other authorised adult takes them home.

- During a fever, natural methods will be employed to bring the child's temperature down until the family arrives or help is sought. Such methods include removing clothing as required, clear fluids given, tepid sponges administered.
- If a child's temperature is very high, cannot be brought down and their family cannot be contacted, the child's enrolment record will be checked for permission to give paracetamol. If the situation becomes serious, the child will be taken to the doctor, or an ambulance called.
- If a staff member becomes ill or develops symptoms at the centre they can return home if able or the Nominated Supervisor will organise for someone to take them home.
- The Nominated Supervisor will organise a suitable staff replacement as soon as possible.

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
12, 85-88	2.1	• Centre Information Handbook • Staff Handbook • Acceptance and Refusal of Authorisations Policy • Enrolment and Orientation Policy • Administration of Medication Policy • Providing a Child Safe Environment Policy • Administration of First Aid Policy	• Work, Health and Safety Act 2011 • ACECQA "Frequently Asked Questions" • NSW Department of Health guidelines • Disability Discrimination Act 1975 • NSW Anti-discrimination Act 1977 • Staying Healthy in Childcare (5th Edition)

Policy No. 22: Nutrition and Food Safety

POLICY STATEMENT

Our service believes that good nutrition is essential for each child's healthy growth and development. For this reason, the service will provide nutritious, good quality food that is consistent with the Australian Dietary Guidelines: healthy eating for children. We will aim to provide a relaxed and enjoyable environment for children to eat their meals and snacks (My Time, Our Place 1.1). All food served at the service will be consistent with the child's own dietary requirements and take into consideration the children's like and dislikes as well as meet any cultural requirements of families (My Time, Our Place 2.2 and 3.2). High standards of hygiene will be maintained throughout all food preparation. We encourage the development of children's good eating habits through modelling and reinforcing healthy eating and nutrition practices by educators. Families will be encouraged to share recipes and traditions to enrich the variety and enjoyment of food by the children and support the children's development of respect for and understanding of diversity (My Time, Our Place 1.3). We seek opportunities to learn about growing our own food, collaborate with children to use food we have grown ourselves. (My Time, Our Place 3.2)

PROCEDURE

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 or zip lock bags and labelled with the date opened and the expiration date.
- All perishable foods will be stored in a refrigerator and the temperature monitored to ensure it is less than 5°C.
- Surfaces are cleaned before and after food preparation, with the environmentally friendly sanitiser provided.
- Tongs and spoons are used for the serving of food and gloves may also be worn.
- All cups, plates and utensils are washed in dishwasher.
- Kitchen equipment to be cleaned and stored appropriately.
- Empty containers are cleaned and stored to minimise risk of pest contamination.
- Children are encouraged not to share their drinking and eating utensils.
- Children are encouraged to wash their hands before preparing, serving, and eating food (Policy No. 08: Dealing with Medical Conditions and Medication Administration).
- Educators can choose between wearing gloves and effective hand washing prior to and during food preparation/handling. For effective handwashing, follow these five steps:
 - Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
 - Lather your hands by rubbing them together with the soap.
 - Lather the backs of your hands, between your fingers, and under your nails.

- Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
- Rinse your hands well under clean, running water.
- Dry your hands using a clean paper towel or air-dry them.

If wearing gloves for safe food handling:

- Wearing gloves does not replace the need for handwashing.
- Wash hands before putting on gloves; after using gloves and before reapplying gloves.
- Apply gloves correctly, fully covering hands.
- Avoid contaminating food by using gloves for only one continuous task and then discarding them.
- Remove, discard gloves and wash hands after handling raw food. Apply new gloves if returning to food preparation.
- Remove and discard gloves before using the toilet, smoking, coughing, sneezing, using a handkerchief, eating, drinking, or touching the hair, scalp or body. Wash hands after removing gloves.
- All rubbish or leftover food is to be disposed of immediately in lidded bins and bins emptied daily and regularly cleaned with disinfectant.

Nutrition:

A menu based on the Australian Dietary Guidelines for Children and Adolescents, will be on display for families and children during term and be an accurate representation of the food and drink that is being served.

- All children’s individual needs such as allergies, cultural requirements, and health needs etc. will be addressed in the menus. Families to be advised if required to supply specific foods for their child.
- Food and drink consistent with the menu will be provided for morning and afternoon tea as well as small nutritious snacks available as necessary.
- Fresh drinking water will be available at all times for the children and educators.
- The seasons and weather are to be considered when preparing menus.
- Children and families will be encouraged to share family and cultural traditions, ideas, and recipes to contribute to the menu.
- Children and families are provided opportunity to have input/give feedback to regular Menu review.

Best Practice and Skills Development:

- Children are to be seated in a relaxed setting while eating or drinking.
- The denial of food will never be used as a punishment. Equally, food or drink will not be used as a reward.
- Children’s cooking activities and children’s safe food handling practices are encouraged as part of the program to develop life skills.
- The service will regularly review and evaluate nutrition and safe food handling practice in line with current best practice guidelines from recognised authorities.

- Lead Educators attend regular professional development on nutrition and food safety practices and note, communicate, and implement changes to practice in the service.
- Educators certified and experienced in Safe Food Handling will conduct on the job training of educators or volunteers serving food without the relevant skills, experience, and knowledge.

Children with Allergies

- Children who have food allergies will have their food prepared separately and the utensils used for during this process will be immediately washed. This will avoid any cross contamination.
- Gloves worn while preparing and serving food for children with allergies will be changed regularly.
- Children with severe allergies will be served first to avoid cross contamination

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
77-80	2.1	• Centre Information Handbook • Staff Handbook • Dealing with Infectious Diseases Policy • Volunteer & Student Handbook	• Eat for Health: Australian Dietary Guidelines – healthy eating for children 2013 • Eat Smart Play Smart Manual, Heart Foundation • National Food Standards Code (FSANZ) • Food Act 2003 (2019 update) NSW) • Food Regulation 2010 NSW) • NRG@OOSH (Network of Community Activities)

Policy No. 23: Priority of Access

POLICY STATEMENT:

Our service understands that for families, enrolling their child into Outside School Hours Care can be an important priority. However, the demand for Outside School Hours Care sometimes exceeds the number of places our service is approved for and there may be a waiting list to manage family demands. When this happens, our service will comply with the Australian Government 'Priority of Access Guidelines' to ensure places are allocated to families with the greatest need for childcare support. These Guidelines will be strictly adhered to and failure to meet these Guidelines is a breach of the conditions of continued approval for receiving Childcare Subsidy and State Government funding. The guidelines will be used during enrolment, when there is a waiting list for our service, or when a number of parents are applying for a limited number of vacant places.

PROCEDURES:

(a) The Priority of Access Guidelines:

- Families will be advised about the Priority of Access Guidelines when they enrol their children in our service. Families will also have access to a copy of this policy.
- The Priorities are:
 - Priority 1: a child at risk of serious abuse or neglect.
 - Priority 2: a child of a single parent who satisfies, or 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 the three categories described above, priority will be given to children from
 - Aboriginal and Torres Strait Islander families.
 - Families which include a person with a disability.
 - Families on lower incomes.
 - Families from culturally and linguistically diverse backgrounds.
 - Socially isolated families; and
 - Single parent families.
- When our service has no vacant places and is providing care for a child who is Priority 3 under then Guidelines, the service may require that the child to leave the service in order to make room for a child with a higher priority. However, this can only happen if our service:
 - 1. Notified the family that our service follows the Priority of Access Guidelines and this Policy when their child first entered care at our service; and
 - 2. Gives the family at least 14 days' notice of the need for their child to vacate care.
- When filling vacancies, our service will give priority to school children over children who have not yet started school and may ask a child not yet in school to leave care if a child who is in school applies for a place.
- When considering enrolments for the following school year, the service will consider the physical space and accept enrolments ensuring compliance with the Education and Care Services National Regulations and Law is maintained.

- If proposed enrolments exceed the current physical space, the service will investigate access to additional space. If suitable additional physical space cannot be secured, the service will place a cap on the number of enrolments and once that cap is reached a waiting list will be established. Families will be made aware of this process.

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
108, 157	6.1.1, 6.3.3, 7.3.2	• Centre Information Handbook • Enrolment and Orientation Policy • Confidentiality policy • Management of complaints policy	• Childcare Subsidy (Eligibility of Childcare Services Approval and Continued Approval) Determination 2000 • Childcare Service Handbook. Section 6 Service Delivery (6.3 Priority of access) • Family Assistance Act 1999

Policy No. 24: Providing a Child Safe Environment

POLICY STATEMENT

Our service provides an environment that ensures the safety, health, and wellbeing of children is of paramount importance at all times.

The child safety, welfare and wellbeing safe of all children is of paramount importance. Educators will maintain the premises and equipment, adhere to procedures regarding safe practices and operate in line with legislative requirements relating to child protective practices and the Education and Care Services National Regulations and Law. Educators and management are aware of their legal responsibility as Mandatory

Reporters to take action to protect and support children they suspect may be at significant risk of harm. Educators will ensure that children are adequately supervised at all times and that every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury or trauma (National Quality Standards 2.3.1 and 2.3.2).

PROCEDURES:

(a) Managing the Facility:

Security:

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

Buildings, Equipment and Maintenance:

- Equipment will be chosen to meet the children's developmental needs and interests. There will be sufficient access to furniture, materials and developmentally appropriate equipment suitable for the education and care for each child.
- Service premises and all equipment and furniture will be maintained in a safe, clean condition and in good repair at all times.
- Children will be provided with adequate, developmentally, and age-appropriate toilet, washing and drying facilities. These will enable safe use and convenient access by children.

- There must be no damaged plugs, sockets, power cords or extension cords.
- All plug sockets shall be maintained as child safe.
- Electrical appliances shall be in good working order.
- Electrical circuit breakers will be installed and be maintained.
- Provision will be made in the budget for regular maintenance and repair work and for deferred costs of major capital repairs.
- School approved contractors will be used, with their own public liability insurances.
- The service and equipment will be regularly checked to ensure that they are in a good and safe condition, comply with relevant Australian Standards.
- Equipment will be regularly washed and cleaned.
- Recycled craft materials should be checked for potential hazards.
- Educators should ensure safe handling of all tools if used as part of any activity.
- Families will be encouraged to notify educators of any safety issues they observe.
- Anything that requires maintenance is to be reported to the Nominated Supervisor as soon as possible.
- Faulty equipment should be removed, or protection placed around any dangerous building sites.
- Hazard report will be completed and sent to WHS to be addressed and maintenance that is needed.
- For all repairs the Nominated Supervisor or Health & Safety Officer are to be notified for further action.
- It is the responsibility of management, once a problem has been raised, to ensure that it is rectified in the most efficient manner and that the service is safe for educators and clientele.
- Should the service be considered unsafe or as being a health risk, then the service will be closed, after notice has been given to all relevant parties, until the problem has been rectified.
- The service will have an appropriate number of first aid kits that are suitable to the ages and needs of the children attending. The first aid kit will be well stocked and be easily always recognised and accessible.

Storage:

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

- Kitchen and other refuse areas will be provided with lidded facilities that are cleaned and emptied daily.
- Educators and management will ensure that all family records are kept in a nominated secure place, ensuring that records are kept confidential and not left accessible to others during the course of the daily operations.

Ventilation, Temperature and Natural Light:

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

Pest Control:

- Equipment and especially food items will be properly stored so as not to attract pests and vermin.
- Refuse bins and disposal areas will be emptied and cleaned daily.
- Kitchen, food preparation areas and storage will be cleaned and maintained daily.
- All areas will be checked daily for any signs of pests or vermin.
- Should any pests or vermin be identified then action should be taken to rid the service of the problem by:
 - Initially using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-chemical products.
 - Low irritant, environmentally friendly sprays to be used minimally and only with adequate ventilation and preferably not in the presence of the children; and
 - Other methods such as the employment of a pest control company if deemed necessary by management where the above methods have failed.
- All families will be notified of any use of chemicals.
- Any use of chemical products should only be conducted outside the hours of the children and educators' presence in the building.

- All action will be taken to remove the children, educators, families, and visitors from the environment for as long as is safe and viable.

(b) Managing the Indoor and Outdoor Environment:

Indoor Environment:

- The services indoor environment will be smoke free.
- Cherrybrook OOSH Care will only enrol approved numbers of children in each approved service in accordance with the National Regulations.
- Where children are indoors for long periods due to weather conditions, special activities will be planned, and other areas sought to disperse the group such as school halls and verandas.
- Separate areas in the indoor environment will be provided for:
 - Signing children in/out of the service.
 - Answering phones and maintaining daily records.
 - Educators and families to talk in confidence.
 - Children to store their bags and belongings.
 - Storage of equipment, food, dangerous materials, and family records.
 - Preparation of food and drinks
 - Kitchen and other refuse.
 - Cleaning of equipment.
 - Male and female toilet, hand basins and hand drying facilities.
 - Creative and other activities.
 - Large and small group activities.
 - Display of children's activities and work; and
 - Quiet space for children to retreat to or do homework or lie down if unwell.
- The indoor area is to be set up to allow children to participate in a variety of activities with easy access to equipment. Drawing paper and other materials will be always made available to the children.
- Easy access to areas should be maintained by making clear easily definable passageways and walkways though the building.
- Staff will ensure that children properly store their bags, and that bags and other items are not thrown into walkways or play areas.
- All items obstructing areas are to be removed and placed in the correct storage areas.
- Areas must be set up to ensure that proper supervision can be always maintained.
- Access to the outdoor environment should be clear and easily accessible by the children and staff.

Outdoor Environment:

- The outdoor environment provides each child with at least 7 square metres of unencumbered outdoor space in compliance with National Regulation 108.
- The outdoor environment will be smoke free.
- The outdoor space will be inspected daily for any obstacles or dangerous items and the hazard check will be recorded.
- Any hazardous items will be disposed of in a safe and careful manner prior to the children playing in the area.

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

(c) Child Protective Practices:

Working With Children Check (WWCC)

- All team members will possess a satisfactory criminal history check, such as a Working with Children's Check (WWCC) and police check. Also checked against the National Worker Register.

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; and
 - 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 Department of Communities & Justice Community if they have current concerns about the safety or welfare of a child relating to section 23 of the NSW Children and Young Persons (Care and Protection) Act 1998.
- Section 23 (1):
 - (a)-(b) Child is at significant risk of harm – Neglect.
 - (a) Basic physical or psychological needs not being met or are at risk of not being met.
 - (b) Families unwilling or unable to provide necessary medical care.
 - (b1) Families unwilling or unable to arrange for the child or young person to receive an education.
 - (c) Child is at significant risk of harm – Physical/sexual abuse.
 - (d) Child is at significant risk of harm – Domestic violence.
 - (e) Child is at significant risk of harm – Serious psychological harm.
 - (f) 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 services.

Confidentiality Policy and Procedures.

- Any educator who forms a belief based on reasonable grounds that a child is at risk of harm should discuss their concerns with the Nominated Supervisor and/or the Responsible Person in charge of daily operation as they may have information the educator is not aware of. The incident/s that led the educator to form the belief should be recorded concisely, include as much detail as possible and be kept in a secure place to ensure confidentiality.
- The Nominated Supervisor/Responsible Person will then assist staff in completing the online Mandatory Reporters Guide (MRG) - <https://reporter.childstory.nsw.gov.au/s/> to determine whether the report meets the threshold for significant risk of harm (see point below for further information regarding the MRG).
- If directed by the MRG to report to DCJ, educators should report their concerns to the Child Protection Helpline - 132 111.
- When reporting to the Child Protection Helpline, it is important to have as much information as possible available regarding the child/children involved and any specific incident details. This might include child's information, family information, reporter details and outcomes of the MRG.
- If the Nominated Supervisor has been advised to but has not reported to Department of Communities & Justice, 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 <https://reporter.childstory.nsw.gov.au/s/>
- If still in doubt the Child Protection Helpline will provide feedback about whether the report meets the new threshold for statutory intervention.
- If new information presents concerning the child or young person run the MRG tool again.
- Where concerns do not meet the significant harm threshold, the MRG tool may guide you to 'Document and continue the relationship'. This requires the service to continue to support, provide services, and coordinate assistance and referral for the child and their family.
- Regardless of the outcome of using the MRG, the family and child will require support and referral where possible.
- The report page from the MRG should be printed and placed in the child/family file for future reference regardless of whether 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 Department of Communities & Justice 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; and
 - 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 245G NSW Children and Young Persons (Care and Protection) Act 1998; reporters cannot be seen as breaching professional etiquette or ethics or as a breach of professional standards. There can be no liability for court action.

Where a Complaint is made about an Educator or Someone in the Service:

- Should an incident occur that involves a child being put at risk of harm from an educator, volunteer, and trainee, this is regarded as 'reportable conduct' and necessitates such conduct being reported to the Office of the Children's Guardian within 24 hours and via eReport through the Child Story Reporter Website or by calling the Child Protection Helpline on 132 111.
- Should an incident occur that involves a child being put at risk of harm from person visiting the service, this is regarded as 'reportable conduct' and necessitates such conduct being reported via eReport through the Child Story Reporter Website or by calling the Child Protection Helpline on 132 111.
- Where the allegation is made to an educator or member of management the facts as stated will be recorded in writing, using an Incident Report template that includes dates, times, names of person/s involved, name of person making allegation and the person making the report. This report should be kept on record and treated as strictly confidential.
- If the Nominated Supervisor or responsible person in charge is suspected, then the service's management should be informed.
- The person making the report should follow the advice of the Child Story reporter, Child protection helpline or Office of the Children's Guardian. Management will also follow this advice.
- The matter will be treated with strict confidentiality.
- For the protection of both the children and the educator involved, the educator should be encouraged to take special leave or be removed from duties involving direct care and contact with children, until the situation is resolved.
- Support should be provided to all involved. This support can be given in the form of counselling or referral to an appropriate agency.

Recruitment and Orientation of Staff:

- All educators employed by the service including management, full time/part time and casual educators, volunteers and students will be subject to a Working with Children Check carried out by the NSW Commission for Children and Young People. Written approval from the prospective employee will be sought prior to this check being carried out. All employees and management will also complete a Prohibited Employment Form that will be kept on file.

- When the service engages a self-employed individual to provide services, the provider is required to provide a Certificate for Self-Employed People. This certificate ensures verification that the person employed is not banned by law from working with children.
- All staff will be informed of their responsibilities as a Mandatory Reporter as part of their orientation and induction process. This will involve discussion regarding their current understanding, use of this policy and resources and access to Child Protection training. Information related to sexual grooming will also be provided upon orientation and induction to ensure that staff are fully aware of the signs and limits related to appropriately interacting with children.
- All staff will be required to complete Mandatory Child Safety Training and provide their certificate as proof of completion.
- Staff will be asked child-safe behavioural questions in the interview and reference checks will focus on child safety.

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
82, 84-87, 89, 103, 105, 107-110, 114-115, 155, 170, 176, 168.	Quality Areas 2, 3, 4, 5 and 7	• Centre Information Handbook • Staff handbook • Health and Safety policies & procedures • Staffing policies and procedures	• NSW Children and Young Person's (Care and Protection) Act 1998 • Commission for Children and Young People Act 1998 • Child Protection (Prohibited Employment) Act 1998 • Office of the Childrens Guardian • NSW Department of Communities & Justice Mandatory Reporting Guidelines • NSW Child Protection Interagency Guidelines (2006) • Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13 • Child Story - https://reporter.childstory.nsw.gov.au/s/ • My Time, Our Place

Policy No. 25: Removal and Assumption of Care of a Child from the Service by Department of Communities & Justice

OBJECTIVE

The purpose of this procedure is to provide guidance for Outside School Hours Care when responding to a Department of Communities & Justice 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

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

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

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

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

Department of Communities & Justice must ensure that the child's parents/carers are kept informed of the whereabouts of the child:

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

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

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

This information may be provided verbally at the time, however, must be provided in writing as soon as practicable in a language and manner the child or young person can understand. The child (10+ years) must be informed they may contact any person and be assisted to contact that person. Department of Communities & Justice is responsible for arranging a placement for the child, where required. Department of Communities & Justice 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 Department of Communities & Justice representative arrives at the service to remove or assume the care responsibility of a child, please ensure this procedure is followed:

- Department of Communities & Justice will contact the service to seek approval from the Nominated Supervisor/Authorised Supervisor or the most senior staff member on shift to collect the child and advise about the need to remove or assume the child from the service, including the names of the representatives and the proposed arrival time (Department of Communities & Justice may be assisted by Police).
- In preparation for the attendance of Community Services, centre staff should sit with the child in a comfortable area, e.g. foyer, office, or staff room (this will reduce stress to other children). Ensure that the other children at the centre will still be adequately supervised.
- Do not contact the child's parent/s to advise them about the impending removal of the child.
- Contact any supervisor or employer immediately to advise that your service will have a child removed from care by Department of Communities & Justice representatives and the approximate time.
- If there has not been a prior call from the Department of Communities & Justice or the representatives do not advise their names upon arrival the Nominated Supervisor/Authorised Supervisor should:
 - Confirm the identification of the representatives (formal ID).
 - Record the names and contact details of the representatives and the names of any Police in attendance; and
 - Request that they sign the visitor in/out book.
- If there is any doubt about the identity of the Department of Communities & Justice representatives the Nominated Supervisor/Authorised Supervisor should contact the relevant Department of Communities & Justice Centre for verification or, if the removal is taking place outside office hours, contact the Child Protection Helpline on 13 36 27 (the mandatory reporting number).
- Where there is a Children's Court Order or a search warrant, Department of Communities & Justice representatives will serve an Order on the person at the service who appears to have the care and protection of the child and provide them with an information booklet about the removal (a child or young person may be removed with or without a search warrant or Children's Court order depending on the circumstances).
- Ensure a representative sign the child out and that parents have been informed. An official must remain at the service until it is confirmed that the parent has been informed of the child's removal from the centre.

STAFF SAFETY:

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

COMPLAINTS:

Service staff or parents can also contact the Department of Communities & Justice Complaints Unit on 1800 000 164 or complaints@community.nsw.gov.au if they have a complaint in relation to the removal.

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
Reg 84	QA 2	- Providing a Child Safe Environment - Child Safety	My Time, Our Place

Policy No. 26: Safe Use of Digital Technologies and Online Environments

POLICY STATEMENT

Our service is committed to ensuring that technology is integrated into children's play, leisure experiences, projects and practices. We support the appropriate use of technologies by children and educators and recognise that the children in our care will experience and engage with many forms of electronic media both in and out of the service.

Our aim is to encourage all children to use and access information and communication technologies to express ideas, access images and information, and explore diverse perspectives, engaging these tools for designing, drawing, editing, and composing (My Time, Our Place Outcome 5). We believe that any use of social media must not place at risk the safety, health, or wellbeing of children, educators, families, or visitors at the service (My Time, Our Place Outcome 1).

DEFINITION

Social media: Interactive platforms and applications through which individuals and communities create and share user-generated content using accessible publishing technologies.

Social media is distinct from industrial media, such as newspapers, television, and film. Social media may include (although is not limited to):

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

PROCEDURES

(a) Unacceptable use of social media:

- Has the potential to bring the service or the school age care sector into disrepute.
- Discloses or discusses the service's confidential information; and
- 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 working hours at the service via mobile phone or any other device for personal use during work hours. Personal mobile phones must be in staff lockers.

Not use a personal camera or mobile phone to take photographs or video at the service or during excursions. Personal mobile phones must be in staff lockers. Excursions in bags or left at centre.

- Not post information, photos or videos about the service, staff, management, families, visitors, or any matters relating to the service on their personal social networking site.
- Be discouraged to befriend any children associated with the organisation on social media until the child is 18 years old, even if child makes request to be friends prior, unless the child is related to the staff member.
- Use their own personal discretion when adding a family member accessing the service on social media platforms. Cherrybrook OOSH Care will not intervene or be held responsible for staff members social media activity unless it brings Cherrybrook OOSH Care into disrepute.
- Not post images or video's taken at the service or on an excursion on a social networking site without written permission from the family.
- Ensure that pirated DVDs or electronic games must not be used, as this is an illegal activity.
- Ensure that only G and PG rated movies or tv shows are viewed in the service or on excursions.
- Not be responsible for children's lost games or other equipment.
- Educators will only use centre Ipads to take photos of the children for the purpose of internal displays and newsletters only.
- Educators will ensure all images of children, are stored appropriately and removed from devices frequently.
- Staff mobile phones and smart watches will be stored in Staff lockers for the duration of their shift, unless written exemption has been given by the Centre Manager / Coordinators.

(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 confidential information about the organisation, staff, management, families, or any matters relating to the service on a social media site.
- Must not use social media to harass or bully other families, children, or staff. If they have an issue, they must follow the organisations current Grievances and Complaints Policy.
- Ensure that any DVDs or games brought to the service by their children are rated G or PG only.
- Families will be provided with a consent form during the enrolment process. Families have the right to choose if permission is given to use photos, videos and/or quotes of children & themselves for Cherrybrook OOSH Care purposes.
- Register of family permissions will be kept and maintained by OSHC services admin team.
- If families revoke their permission, they are required to give notice in writing.
- Can use their mobile phone, to scan QR code at Parent sign in / out table only.

(d) Children:

- May not access a social networking site whilst in the care of Cherrybrook OOSH Care services.
- Will only use digital technology at the times specified by staff.
- May only access the internet whilst supervised by an educator.
- Must always leave mobile phones or smart watches either in school bags or in the office unless specific permission to use the mobile phone/smartwatch has been granted by the educators.
- Must take responsibility for any electronic devices they bring from home.
- Must not use the internet to contact, harass or bully others.

(e) Compliance:

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

Admin will inform Management where a breach of the rules has occurred.

- All photos, videos and/or quotes will only be posted if permission via an Authority to Publish form has been completed.

All posts, photos or videos will not be allowed to be shared on any other pages or profiles.

Taking, use, storage and destruction of images and videos

The Service may, from time to time, take photographs and videos of children engaged in education and care experiences for the purposes of program documentation, learning reflection, family communication, and quality improvement. All images and recordings will be taken in a respectful manner that protects the dignity, privacy and safety of each child and will only be used for authorised service purposes. Images and videos will be securely stored on approved, password-protected systems with access restricted to authorised educators only. They will not be shared externally or on social media unless explicit authorisation has been provided. The Service will ensure that images and recordings are retained only for as long as necessary and will be securely destroyed in accordance with approved retention and disposal procedures. All practices will align with the Child Safe Standards, including the requirement to safeguard children's privacy, prevent misuse of personal information, and ensure that documentation practices support children's safety and wellbeing (including alignment with Child Safe Standards 84B and 84C requirements).

Authorisation and use of digital devices issued by the Service

The Service will obtain clear written authorisation from parents/guardians prior to the taking, use, storage or sharing of any images or videos of their child, including authorisation for any use of digital technology involving the child within the Service. This consent will be informed, specific, and reviewed as required to ensure it remains current. The Service will also obtain appropriate permissions for the use of any Service-issued digital devices, including tablets, cameras or laptops, which are used to support programming, communication and documentation. All staff and educators are required to use Service devices in

accordance with approved procedures, ensuring they are used solely for education and care purposes and not for personal use. The Service will monitor appropriate use of all devices and maintain clear expectations around professional conduct, privacy, and child safety at all times. These practices are implemented in line with the Child Safe Standards and relevant regulatory requirements to ensure children's safety, privacy and rights are consistently protected.

Use of digital devices issued by the Service

The Service may provide or authorise the use of digital devices, including tablets, laptops, cameras and other approved technology, to support educational programming, documentation, communication and administrative functions. All use of Service-issued devices must be directly related to the delivery of education and care and must occur under the supervision or authorisation of responsible educators. Devices are to be used in a professional, ethical and secure manner at all times, with strict adherence to privacy, confidentiality and child safeguarding requirements. Personal use of Service devices is not permitted unless explicitly authorised by the Approved Provider or Nominated Supervisor. The Service will ensure devices are password protected where appropriate, regularly monitored, and used in a way that minimises any risk to children's safety, privacy or wellbeing, in line with the Child Safe Standards and relevant regulatory requirements.

Use of optical surveillance devices

The Service does not currently use optical surveillance devices such as CCTV cameras, audio recording systems or other continuous monitoring technologies within its education and care environment. Any future consideration of the introduction of such devices would only occur following a formal risk assessment, consultation with the Approved Provider, staff, and families, and in accordance with legislative and regulatory requirements. Should any optical surveillance devices ever be introduced, the Service would ensure their use is transparent, clearly communicated to families and staff, and strictly limited to lawful and appropriate purposes that support the safety, security and wellbeing of children, while maintaining compliance with the Child Safe Standards, privacy legislation, and applicable education and care regulations.

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
73, 168	1. 1, 2.3, 4.2, 5.1, 6.2, 7.3	- Providing a Child Safe Environment policy - Staffing policy - Confidential Policy	My Time, Our Place

Policy No. 27: Staffing

POLICY

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 Outside School Hours Care. A flexible, harmonious working environment is maintained, which ensures the rights of employees are met at all times with educators employed under the appropriate awards and conditions. An orientation process is conducted for all employees to ensure they are aware of the values and practices of the service. Educators receive clear guidelines regarding the expectations for their conduct and are encouraged and supported to further their skills via professional development opportunities. Grievances are addressed quickly and effectively with the highest standards of confidentiality practised at all times. All educators, volunteers, students, and visitors will be informed of their expectations and requirements related to safety and the proper care of children. All practices will be in accordance with the OSHC Code of Professional Standards. We will encourage positive and open communication between all parties involved. (National Quality Standards 4.2, 7.1. 7.2 and 7.3)

Nominated Supervisor/Responsible Person

Cherrybrook OOSH Care Community acknowledges its obligation to appoint one or more individuals as Nominated Supervisor/at services (National Regulation 24) following a determination of the person/s suitability to act as the Responsible Persons in charge of the day-to-day operations at the service. In the absence of the Nominated Supervisors, other educators working at the service deemed suitable to perform the responsible person duties, will also be appointed.

PROCEDURE IN DETERMINING A RESPONSIBLE PERSON

In determining a person's suitability to act as Nominated Supervisor or Responsible Person, the Approved Provider will ensure that the person/s:

- Be 18 years or over.
- Have adequate knowledge and understanding of the provision of education and care to children (qualifications, skills and work experience).
- Have ability to effectively supervise and manage an education and care service.
- Must not have had any history of compliance to the National Law, a former education and care services law, a children's services law, and an education law.
- Written consent will be gained from individuals appointed as a Nominated Supervisor. The Nominated Supervisor Consent Form will be completed and submitted to the Regulatory Authority via the NQA IT System.
- When changes occur to Nominated Supervisor appointments at the OSHC service the Regulatory Authority will be notified through the NQA IT System in accordance with National Regulation 35.
- If uncertainty or concern arises about a candidate's compliance history the Approved Provider will contact the Regulatory Authority and enquire if the person is subject to a prohibition notice in any state or territory.
- If a matter or incident arises affecting the Nominated Supervisor's ability to meet minimum requirements a reassessment will be made of the person's suitability to be in the position.

- The Approved Provider, and the Nominated Supervisor/s, may appoint other educators at the service deemed to have the skill and ability, to act as the responsible person in day-to-day charge of the service in the absence of the Nominated Supervisor/s or Approved Provider.

RESPONSIBILITIES

As the persons responsible for the day-to-day management of an approved service, nominated supervisors have a range of responsibilities under the National Law and National Regulations including:

Ensuring educational programs are:

- based on and delivered in accordance with an approved learning framework
- based on the developmental needs, interests, and experiences of each child
- designed to take into account the individual differences of each child (section 168)

Supervision and safety of children

- ensuring children is of paramount importance and are adequately supervised at all times, are not subject to inappropriate discipline, and are protected from harms and hazards (sections 165-167)
Entry to and exit from the premises
ensuring children do not leave the education and care service premises except in accordance with the National Regulations (for example, with a parent, on an authorised excursion, or for emergency medical treatment)
- ensuring that a parent of a child being educated and cared for by the service may enter the service premises at any time when the child is being educated and cared for by the service except when:
- permitting entry would pose a risk to the safety of the children and staff or conflict with the duty of the supervisor under the National Regulations, or
- the supervisor is aware the parent is prohibited by a court order from having contact with the child (regulation 99)
- ensuring an unauthorised person (as defined in the National Law) is not at the service while children are present unless the person is under direct supervision (section 170)

Food and beverages

- ensuring adequate health and hygiene practices and safe practices for handling, preparing, and storing food are implemented at the service to minimise risks to children (regulation 77)
- ensuring children being cared for by the service always have access to safe drinking water and are offered food and beverages on a regular basis throughout the day (regulation 78)
- ensuring that, where food and beverages are supplied by the service, they are nutritious and adequate in quantity.
- chosen with regard to the dietary requirements of individual children (regulation 79)
- ensuring that, where food and beverages are provided by the service, a weekly menu that accurately describes the food and beverages to be provided is displayed at the premises in a location accessible to parents (regulation 80)

Administration of medication

- ensuring that medication is not administered to a child being cared for by the service unless the administration is authorised (except in the case of anaphylaxis or asthma emergency) and is administered in accordance with the National Regulations (regulations 93-96)
- where medication is administered to a child without authorisation in a case of an anaphylaxis or asthma emergency, ensuring that a parent of the child and emergency services are notified as soon as practicable (regulation 94) Prescription and non-prescription drugs and alcohol

- that while educating and caring for children at the service, all staff must not consume alcohol or be affected by alcohol or drugs (including prescription medication) to impair their capacity to supervise or provide education and care to children (regulation 83)

Sleep and rest.

- taking reasonable steps to ensure that the needs for sleep and rest of children are met, having regard to the ages, development stages and individual needs of children (regulation 81)

Excursions

- ensuring that a risk assessment is conducted before an excursion in accordance with the National Regulations (regulations 100-101), and specifically that the risk assessment is conducted before authorisation is sought to take a child on the excursion (regulation 102)

Staffing

- ensuring the prescribed educator to child ratios are met and each educator at the service meets the qualification requirements relevant to the educator's role (regulations 123 - 128)

Educational Leader

Cherrybrook OOSH Care acknowledges that the educational leader has an influential role in promoting positive outcomes for children and families. Effective educational leadership builds the capacity of educators by inspiring, motivating, affirming, challenging, and extending their practice and pedagogy. This joint endeavour involves inquiry and reflection and supports ongoing learning and professional development.

Procedures in Determining an Educational Leader

When selecting an educational leader, the following skills, knowledge, and attributes will be considered:

- Communication and interpersonal skills
- Comprehensive knowledge of theory relating to childhood education and care, professional standards and approved learning frameworks, and an understanding of evidence-based best practice approaches to teaching and learning
- Knowledge of leadership theory and the use of a range of leadership styles
- Critical thinking skills, including the ability to analyse and challenge conventional practice and ideas.
- A willingness to mentor and support educators from diverse backgrounds and with varying levels of knowledge and experience
- A commitment to learning and participating in professional development.

Responsibilities of the Educational Leader

- Collaborating with educators and provide curriculum direction and guidance.
- Supporting educators to effectively implement the cycle of planning.
- Lead the development and implementation of an educational program in the service.
- Ensure that children's learning and development are guided by the learning outcomes of the approved learning frameworks.

The educational leader also has a role in:

- Guiding and developing educators and families' understandings about play and leisure-based learning.
- Building the knowledge, skills, and professionalism of educators.
- Building a culture of professional inquiry with educators, coordinators, and staff members to develop professional knowledge, reflect on practice and generate new ideas.

Record of Responsible Person

We are required to keep a staff record which contains information about the name of the Responsible Person at each time that children are being educated and cared for by the service.

Responsible Person Record is completed when Nominated Supervisors hands over to Responsible Person: and the Responsible Person on Duty display is updated accordingly.

Display of Responsible Person

The name and position of the Nominated Supervisor will be displayed on the Prescribed Information Sheet so that it is easily visible to anyone attending the service. Given that the Responsible Person in charge may change throughout the day (for example, at a changeover of shifts/excursions), there will be a temporary display (for example on a whiteboard or interchangeable nameplate) at the entrance/foyer of the service. The Responsible Person Record can also be displayed. The Nominated Supervisor should ensure this display is current.

Record Keeping

A record of the Responsible Person must be kept until the end of 3 years after the staff member works for the service (Section 162, Regulations 150. 177). Such records shall be kept onsite for one year and at Provider premises thereafter.

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 to 45 minutes) will be allocated to each interview, with a short break between, for discussion.
- A nominated person on the selection panel will contact the applicants to determine the time and date of interview.
- Each applicant will be given a copy of the job description.
- Each applicant will be asked the same questions with their answers recorded.
- Management will discuss each applicant and their suitability for the position based on their answers, qualifications and experience, comments from referees, and the selection criteria drawn up by the panel.
- Should management have difficulty in deciding between two applicants, a second interview for these applicants will be conducted, with new questions.
- Management will then make a decision on the applicant for the job according to the selection criteria. The preferred applicant's referees will be contacted to confirm applicant's suitability and checked with the approved screening agency before offering the applicant the position in a child related field.
- Should the applicant decline the position, management will either make a second choice from the other applicants or if none are seen as suitable, re-advertise the position.

Recruitment: Notification:

- Applicants will be given an approximate time that they will be contacted regarding their success for the position.

- A person on the selection panel will notify the successful applicant and negotiate a starting date. Offers of Employment will be subject to the applicant supplying a Valid Working with Children Check and Police Check. The Working With Children Check will be checked for currency and validity frequently but especially at their annual Staff Appraisal.
- 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.
- Those offered role of OSHC Nominated Supervisor are deemed to have accepted the role and responsibilities of Nominated Supervisor by way of accepting the position as prescribed in the Position Description.

(a) Staff Orientation:

- The orientation process will include:
 - Introductions to existing educators and management.
 - Guided tour of the service; Being shown where all relevant records are kept.
 - Discussion about working arrangements and expectations, including professional Code of Ethics & 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.
 - Centre Information.
 - Service's code of Professional Standards.
 - Emergency procedure duties.
 - List of current educators, management, and their positions.
 - Probation period and review and appraisal procedure; and
 - Appropriate lines of communication with educators and management.
 - Appropriate social media and technology guidelines
 - Child Safe practices and Mandatory Training
- After the period of one week, management will sit down with the new employee to address any further issues they may have once they have been in the service.
- All staff will be informed of their responsibilities as a Mandatory Reporter as part of their orientation and induction process. This will involve discussion regarding their current understanding, use of this policy and resources and access to Child Protection training. Information related to sexual grooming will also be provided upon orientation to ensure that staff are fully aware of the signs and limits related to appropriately interacting with children.

(b) Staff Professionalism:

- The OSHC Code of Professional Standards, duty of care and expectations will be discussed in the initial orientation process of all new educators.
- Educators will be made aware of their duty of care and their responsibility in relation to supervision, health, and safety of the children.
- Professional behaviour in all areas will be reviewed as part of the ongoing employment of all educators.

- Management, in conjunction with the Nominated Supervisor, will immediately address any breach in the professional expectations outlined. If the concern involves the Nominated Supervisor, 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 Nominated Supervisor or management liaison officer.
- Educators will be expected to know, understand, and perform their duties as per their job description.
- Educators will be expected to maintain and improve their skills through participation in training and development opportunities. Management will ensure that finances are made available in the budget training.
- Educators will be expected to start duties on time.
- Educators will be expected to dress appropriately for their duties.
- Educators must not attend work under the influence of drugs or alcohol.
- Educators must not use their personal mobile phone or smart watch while directly supervising children.
- Educators should not attend work when they are unfit to do so due to injury or sickness and must inform the service as soon as possible.
- Educators will use only suitable language that is not offensive to other educators, families, and children.
- Educators will be expected to follow all confidentiality issues.
- The service is a smoke free zone. Educators may not smoke in or around the building, or in the sight of the children.
- Educators will be expected to know and follow the child protection policies.
- The quality of the service and positive working environment is 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.

(c) In-service Training and Development:

- Management will ensure that sufficient funds are made available in the budget for all in-service training and development.
- The Nominated Supervisor will inform management of any specific training and development needs of the educators.
- Appraisals and the services requirements will be used to ascertain further training needs.
- The Nominated Supervisor, in conjunction with management, will access all training available and determine what will be attended and by whom.
- Where possible a yearly plan of training will be made, including dates, educators attending, and costs.
- All educators will be given the opportunity to be involved in some form of training throughout the year.

- All educators will be given opportunities to upgrade their qualifications in line with the National Quality Framework.
- A variety of training methods will be used including:
 - Internal workshops, which can be conducted by educators or outside presenters.
 - External meetings with other service to exchange ideas.
 - Time allocation made to educators to review any new resources that may be of value.
 - External workshops, conferences, and seminars; and
 - Accredited short courses provided by registered training organisations.

Educators are encouraged to share relevant skills and knowledge they obtained from any training with the other educators in staff meetings or where more time is required in an internal workshop.

- All educators will be considered to be at work for the duration of any training activity they attend for the service.
- The service will cover the costs of all authorised training. The individual however will cover tertiary study costs.

(d) Performance Development and Appraisal:

All educators will be informed of the performance development system on acceptance of the position, and given details in the orientation process.

- An initial review will be undertaken after a period of one month in the position.
- Appraisals will then be conducted on an annual basis.
- Educators and management will agree with the format of the performance system, which may be updated to more suitable systems after review, discussion and endorsement by management and educators.
- All educators will be given at least two weeks' notification of an upcoming appraisal and a convenient time arranged for both parties.
- The performance system shall clearly state the expectations for each position and identify clear performance measures.
- The performance system shall ensure two-way communication is maintained and is used as a positive avenue for improving staff performance.
- The performance system can be used, as a tool to identify future training needs of the educators.
- At the completion of the appraisal an action plan will be developed identifying areas of training, and action to be taken and goals set for each educator. This will be agreed to and signed by both parties.
- Where it is identified that the educator is not meeting the required performance measures then the following will be undertaken:
 - Action plan developed to identify areas for improvement. This will include a time frame for further review.
 - Training areas identified and put into place as soon as possible.
 - Support and guidance given to the educator to help them through the process and assist them in achieving the required standards.
 - The support can be given through the Nominated Supervisor, Management or People & Culture
 - A record made of the above, dated and signed by both parties; and
 - Should no improvement be made by the next review then further action will be taken.

- If the educator is still dissatisfied, then they should put their concern in writing asking for the decision to be reviewed or that they wish to pursue the issue further through other avenues. These could include the union or mediation.
- The Nominated Supervisor will check the suspension / prohibited notice list on ACEQUA to ensure that no staff member has failed to tell them they have been listed, to ensure ongoing child safe employment practice is in place.

(e) Grievance Procedures:

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

Formal Grievance Procedure:

- Where the resolution of a grievance has not been satisfactorily achieved through the informal procedure, then a more formal approach should be taken.
- Grievance between educators:
 - As appropriate, the Nominated Supervisor, or the Liaison Contact 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 e.g. job descriptions, policies etc.
 - Preparation of a clear description of the issue; and
 - 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; and
 - Attempt to reach a mutually satisfactory resolution of the issue(s)
- At formal grievance resolution meetings all parties are entitled to invite a support person to attend. This person does not provide input to the meeting but may offer support and advice to their party during the meeting.
- A confidential written record of the outcome of the meeting will be given to all participants who are to acknowledge their agreement by signing the record. A signed copy will be kept with educator files.
- The neutral party will inform management of the meeting's outcome(s).
- Management will ensure that outcomes are included in job descriptions or service policies as appropriate.
- If one party remains dissatisfied with the meeting's outcome(s) then this should be put in writing to the management committee asking that the process be reviewed or stating that they intend to pursue the grievance further through other suitable avenues.
- Where the issue of grievance is between management and educators and concerns standard of work performance or work practice, then the discipline procedure will be followed.

(f) 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 educator's duties, Code of Ethics & Conduct and professionalism.
- Management will ensure that all educators are given clear job descriptions and orientation into the position with opportunity to clarify any issues.
- Educators are responsible to address any concerns and clarify any issues in the job description or expectations that they are unsure of.
- Educators are encouraged to maintain good working relationships and have a commitment to maintaining a quality standard of work.
- Educators will be given clear notification should their standard of work or conduct fall below what is expected and outlined in their job description.
- Educators have the right to appeal against any allegation and the right to speak on their own 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 Nominated Supervisor or

Management will:

STEP 1: VERBAL WARNING

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

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

STEP 2: WRITTEN NOTICE

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

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

STEP 3: FINAL WRITTEN WARNING

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

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

STEP 4: TERMINATION OF EMPLOYMENT

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

Procedure for Dealing with Serious Unacceptable Behaviour:

- Where an educator in the workplace:
 - Intentionally endangers life.
 - Is found stealing.
 - Reports to work under the influence of drugs or alcohol; an
 - Inflicts or threatens physical or sexual abuse or harassment.
- The Nominated Supervisor 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 Nominated Supervisor, 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.

(g) Relief Educators:

- The service will employ relief educators on a casual basis to fill short-term vacancies or absences.
- The Nominated Supervisor will keep a register of relief educators, which will be maintained and updated regularly.
- A file recording experience, qualifications, Prohibited Employment Declaration and completed Working with Children Check, will be kept with the register.
- Unsuccessful applicants for positions vacant who seem suitable will be asked if they would like to be placed on the relief educator list.
- Unless in an emergency, all relief educators will need to have been through an interview with the Nominated Supervisor, have referees and references checked, and are deemed a fit and proper person to care for the children.
- When no one from the services list is available to fill the position, the Nominated Supervisor may contact another Out of School Hours service to employ someone they recommend from their relief list.

- When necessary to employ relief educators prior to the checking process being completed, work requirements will be modified to include additional supervision or limiting their direct access to children
- Job descriptions will be drawn up for all relief educators.
- Relief educators will be asked to fill out a casual work agreement before commencement of duties.
- The Nominated Supervisor will, where possible, provide a modified induction to the service, which will include a tour of the service, introductions to educators, a copy of the staff handbook, job description for relief educators, code of professional conduct and copies of relevant policies. The 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 such (so the children know they may go with that person) and a copy of the procedure for missing or absent children.
- All relief educators will be paid the appropriate wage and minimum hours as outlined for casual educators under the relevant award.

(h) Volunteers, Students and Visitors:

Volunteers:

- All volunteers must be interviewed by the Nominated Supervisor and provide two suitable referees and where possible references, before they will be able to work in the service. All volunteers will be required to comply with the WWCC guidelines.
- A job description will be drawn up for volunteers, clearly outlining their duties and expectations of the service.
- The Nominated Supervisor will provide a modified induction to the service, which will include a tour of the service, introductions to educators, job description for volunteers and Code of Ethics & Conduct. The 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 families.
- Volunteers must adhere to all areas of confidentiality.
- Volunteers should never be left alone with or in charge of any children.
- Volunteers will not be used to do tasks that the employed educators normally do.
- Volunteers will be supernumerary when calculating basic educator: child ratios, except on excursions.
- Volunteers will be invited to take part in social activities of the service.

Students:

- Placements will be offered to high school students who wish to gain work experience as part of a school program.
- The participating school must initiate the work experience, identify the student's suitability and work with the Nominated Supervisor in relation to times and expectations.
- The school must provide written authorisation for the student and a copy of their insurance. This will be kept on file.

- Students attending other registered training organisations and studying a relevant field, such as childcare, teaching, recreation, or community services. The training organisation must initiate the placement, identify the student's suitability and work with the Nominated Supervisor 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 Nominated Supervisor and placement be only accepted on the discretion of the Nominated Supervisor based on issues such as educators, ability to supervise and be available to help the students.
- After the Nominated Supervisor sees the placement as worthy, they will seek approval for the placement from management at the next meeting or if unable to do so prior to the meeting, get approval from the Chairperson or other delegated management member.
- Students will be provided with guidelines identifying their responsibilities, expectations, and Code of Ethics & Conduct while at the service.
- Students should be made aware of relevant policies such as behaviour management.
- Students are not to discuss a child's development or other issues with the families.
- Students should adhere to all policies concerning confidentiality.
- Students should never be left alone with or in charge of any children.
- Students will not be used to do tasks that the employed staff normally do.
- All students will be required to sign on and off.

Visitors:

- Visitors may be invited to the service to stimulate the children's program.
- Visitors could include local people or family members with a skill or ability to share with the children and educators or local community resources such as police, fire brigade etc.
- All other visitors must make an appointment to see the Nominated Supervisor at a convenient time.
- Professional access to the service will be at the discretion of the Nominated Supervisor or management or when required by law to do so.
- All students will be required to sign on and off.
- 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 Nominated Supervisor or educator directed by the Nominated Supervisor will call the police for removal.
- No educator is to try to physically remove the unwelcome person but try to remain calm and keep the person calm as far as possible.

(i). 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 10 children to 1 educator for excursions; and
 - There will be a maximum of 5 children to 1 educator for swimming where no lifeguard is present.
 - There will be a minimum of 1 educator present at all times.
- When educators are sick or unable to attend work, appropriate relief educators will be employed to meet the standards.

- For an emergency or if an educator becomes sick, a replacement should be obtained where possible before the educator leaves the service
- If a relief educator is unable to be obtained, suitable volunteers may be employed on a casual basis to cover the numbers.
- Volunteers will only be counted on excursions to make up the higher number of educators required, or when temporarily employed.
- Students will not be counted as part of the educator: child ratio, at any time.

(i) Communication:

Educators/Management:

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

Educators/Families:

- Educators will create a comfortable and supportive environment for families and strive for open communication and good relations.
- Educators and families will treat each other with respect, courtesy and understanding.
- Appropriate language is to be maintained at all times.
- Educators will not be judgmental towards families and will respect their need to use childcare
- Educators will accept family's individual differences in raising their children and in all cultural issues.
- Educators will 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.
 - Centre Information handbook.
 - Newsletters; and/or
 - Information from management.
- Educators will ensure that families are fully aware of all lines of communication and ensure these are followed.
- Educators will be aware of their limitations in relation to family's problems and ensure they are referred to the appropriate people when required.
- Families and educators are requested to maintain confidentiality at all times.

Educators/Children:

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

Educator/Educator:

- Educators are to treat each other with respect, courtesy and empathy.
- Appropriate language is to be used between educators at all times
- Educators are expected to work together as a team and be supportive of each other in the workplace.
- Staff meet termly The Nominated Supervisor arranges the agenda and enables Educator contributions.
- Educators are expected to read minutes of meetings and to take notice of changes to service policy and procedures.
- Educators are to read the DREAM communication before start of each shift.
- Educators will familiarise themselves with the content of all notices displayed in the service.
- An educator with concerns about the work practices or standards of another educator will firstly approach that person to discuss the matter. If the matter remains unresolved, then the grievance procedures will be followed.
- Educators will not involve families or other educators in their matters of grievance or complaint, but refer to Outside School Hours Care Manager or HR.
- Educators are obligated to inform the Nominated Supervisor if the conditions of their Working With Children check change, and they are subject to a suspension notice, supervision notice or prohibition notice.

(k) 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. The Nominated Supervisor will complete a Handover before going on leave for several days. The service will display the details of the Nominated Supervisor and Responsible Person at all times the service is operating.
- A Responsible Person is approved by management and has accepted the role of Nominated Supervisor or Responsible Person

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
46, 54, 82-84, 118, 136, 146-151, 168, 170, 173, 176, 181	2.3, 3.1, 6.1 Quality Areas 4, 5, 7	• Staff Handbook • Centre Information Handbook • Providing a Child Safe Environment Policy • Interactions with Children Policy • Governance and Management Policy • Confidentiality Policy	• Child Protection Legislation • Workplace Health and Safety Legislation • My Time, Our Place • Outside School Hours Care Award 2010 • Cherrybrook OSHC Code of Ethics & Conduct

Policy No. 28: Sun Protection

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 are 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 risk of children developing skin cancer in later life.

PROCEDURES

(a) Scheduling of Activities:

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

- Summer Vacation Care activities and excursions are planned to minimise periods of sun exposure.
- Sun protection practices are in place whenever children are exposed to the sun i.e. walking to and from school, during outdoor play and on excursion.
- Programs will note when children are required to bring sun safe shirts, hats, sunscreen and water bottles.
- Children without the required sun safe clothing will be directed to shade areas for play.
- Where the absence of sun safe clothing poses too great a risk of sunburn, parent will be asked to provide sun safe clothing before child goes on excursion. The alternative is the child stays in the centre or goes home with parent.
- In the height of summer, activities will be scheduled mainly indoors; and outdoors activities will be for short periods, outside of peak UV times and in shaded areas.
- 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.

(b) Shade:

- Structured outdoor activities will be held in shaded areas, or for short periods 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.
- Risk Assessments will include regular shade breaks to minimise risk of sunburn, dehydration and overheating during Summer Vacation Care.

(c) Clothing:

- Educators and children will wear protective clothing when outside during periods of time when the UV index is 3 or above.
- A Condition of Enrolment is that parents provide children with appropriate clothing and footwear.
- When outdoors in summer, children are to wear hats and sun safe clothing with sleeves, collars or covered necklines.
- Midriff, crop or singlet tops do not provide adequate protection. Nominated Supervisors are to ask that children are dressed for the weather, so play is not restricted to indoors or in centre only. The Parent Handbook and Programs remind families of the required clothing to wear to the service to meet the sun protection policy.
- Recommended hats are bucket hats and broad brimmed hats. Baseball caps and visors are not recommended.
- All educators are required to wear hats, tops with sleeves and collars or covered necklines and trousers or longer style skirts and shorts during summer.
- Children who do not have a hat or adequate sun safe clothing, must play in sheltered, shaded areas or indoors. Staff are to direct children without hats or sun safe clothing to sun safe areas to play.

(d) Sunscreen:

- Sunscreen is no substitute for sun safe clothing, shade breaks and short periods of play in the sun, during summer months.
- SPF 50+ broad-spectrum water-resistant sunscreen is available at the service for children and educators to use.
- Educators will ensure sunscreen is applied/ children are reminded 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. Sunscreen is made available for regular reapplication depending on conditions
- During outdoor water play or swimming in pool outdoors, sunscreen is available to apply before and after water play.
- 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.

(e) Role Modelling of Staff:

- Educators will wear protective clothing and practice a combination of sun protection strategies (sun-safe hats, clothing, sunglasses, SPF 50+ broad spectrum water resistant sunscreen) when in attendance at the service.

- Nominated Supervisors will plan and organise shade breaks for children and educators during outdoor play in summer months and when the UV alert is 3 or above
- Educators will use opportunities to discuss with children sun protection and take a positive, proactive approach to the management of sun protection in the service.

(f) Collaboration with Children:

- Children will have opportunities to take leadership roles in managing sun protection.
- Children will be encouraged to access the internet/apps to check the UV ratings for the day and advise educators of the times day 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.

(g) Education and Information:

- The sun protection policy will be available to all families using the service.
- Parents are informed of the sun protection policy including appropriate clothing requirements on enrolling their child in the centre through the Parent Handbook and Conditions of Enrolment.
- Upon enrolment in the vacation care program, parents are 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 summer vacation care.
- Where children have allergies or sensitivity to the sunscreen, parents are asked to provide an alternative sunscreen, or the child expected to play in the shade when UV is >3.
- The centre will incorporate sun and skin protection awareness e.g. Sun Smart Service sign.

REVIEW

This policy is adopted as standard for all OSHC services in NSW and endorsed as Sun Smart 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.

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
114, 100	6.3.2 & 2.3.2	• Centre Information Handbook	• WHS Act and Regulations 2012. • NSW Cancer Council www.cancercouncil.com.au/reduce-risks/sunprotection.

Policy No. 29: 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 the use of water as a medium for play in both the outdoor and indoor environment and on excursions.

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

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

PROCEDURES:

(a) Water Safety in Relation to Excursions:

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

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

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

(b) Definition of a Body of Water:

- The service recognises the following locations as bodies of water:
 - Swimming pools and/or water fun parks.
 - Wading pools.
 - Lakes.
 - Ponds.
 - The sea/ocean.
 - Creeks.
 - Dams; and 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.

(c) Water Safety in Relation to Water-based Activities within the Service:

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

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
99-103, 168	2.3	• Providing a Child Safe Environment policy • Excursion policy	• My Time, Our Place Work, • Health and Safety Act 2011

Policy No. 30: Sleep and Rest for Children

RATIONALE

The National Quality Standard requires that each child's comfort is provided for, and that there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.

In meeting these requirements, the Education and Care Services National Regulations require services to consider each child's age, developmental stage and individual needs (Regulation 81), and to have a policy that outlines how sleep and rest will be managed, including supervision and safety considerations (Regulation 84B).

PURPOSE

The purpose of this policy is to ensure that all children at Cherrybrook OOSH Care are supported to rest, relax and recharge in a safe, supervised and responsive environment that reflects their individual needs and preferences.

RELEVANT TO

Cherrybrook OOSH Care Inc

STATUTORY LEGISLATION and CONSIDERATIONS

Education and Care Services National Regulations, 2024

- Regulation 81 – Sleep and rest
- Regulation 84B – Sleep and rest policies
- Regulation 168 (2)(a)(v) – Policies and procedures

POLICY STATEMENT

Our service recognises that school-aged children have varying needs for rest and relaxation.

While children attending OSHC programs do not typically require sleep, they may need time to rest, regulate and recover, particularly after a full school day or during vacation care.

We will ensure that all children are provided with opportunities to rest in a way that is safe, supervised and responsive to their individual needs, while maintaining their dignity, comfort and wellbeing.

PROCEDURES

Supporting Individual Needs

- Educators will consider each child's age, developmental stage, daily experiences and individual circumstances when supporting rest and relaxation.
- Factors that may impact a child's need for rest include:
 - School day experiences
 - Emotional wellbeing
 - Health or medical needs
 - Changes in routine (e.g. travel, family circumstances)
- Children will be supported to make choices about their level of activity, including accessing quiet or restful experiences when needed.

Opportunities for Rest and Relaxation

- The program will include a balance of active and restful experiences across the day, including:
 - Quiet play spaces
 - Reading areas
 - Drawing or mindfulness activities
 - Access to soft furnishings such as cushions, mats or bean bags
- Children will be able to choose to rest at any time, particularly:
 - After school
 - Following excursions or physically demanding activities

Environment for Rest

- Rest areas will be set up to promote comfort and relaxation, including consideration of:
 - Appropriate lighting
 - Reduced noise levels where possible
 - Adequate ventilation
 - Safe and comfortable furnishings
- Spaces will be flexible and may be adjusted based on children's needs and the environment.

Supervision and Safety

- Educators will always maintain active supervision, including when children are resting.
- Children who are resting will remain within sight and/or hearing of educators.
- Educators will regularly check on children who appear tired, unwell or asleep to ensure their safety and wellbeing.
- If a child falls asleep, educators will:
 - Monitor the child closely
 - Ensure the environment remains safe and appropriate
 - Respond promptly if the child shows signs of distress or discomfort

Health, Medical and Additional Needs

Educators will be aware of and respond to any medical conditions or additional needs that may impact a child's rest, including:

- Fatigue related to medical conditions
- Sensory or regulation needs
- Individual health or support plans will be followed where applicable.

Family Communication

- Families are encouraged to share relevant information about their child's rest needs, routines or changes that may impact their wellbeing.
- Educators will consider family input when supporting children and will communicate any concerns about a child's fatigue, wellbeing or sleep patterns where relevant.

Educator Practice

Educators will:

- Observe and respond to children's cues for rest, comfort or support
- Provide a calm and respectful environment for rest
- Support children's autonomy and choice
- Ensure all practices prioritise children's safety, dignity and wellbeing

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
168 (2) (a)(V) Regulation 84B – Sleep and rest policies Regulation 168 (2)(a)(v) – Policies and procedures			Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2024 SIDS & Kids Safe Sleeping Kit - www.sidsandkids.org

Policy No. 31: Supervision of Children

RATIONALE

Our Service believes that the supervision of children enrolled into our care is of paramount importance and that we all have a responsibility to protect the health and safety of each child attending our services. Children need safe and secure environments in which to thrive. Effective supervision is integral to creating environments that are safe and responsive to the needs of all children. Part of this is ensuring that children are protected from hazards or harm that may arise from their play and daily routines. An effective supervision policy allows educators, children, families and schools to understand the function of supervision in controlling risks to children's safety within premises. Effective supervision strategies are developed to guide educators, children, families, school Principals, teachers and staff as partners in the safety and wellbeing of children.

Our service is committed to:

- Complying with supervision requirements within the Education and Care Services National Law and Regulations.
- Ensuring that children are supervised according to service supervision plans and Cherrybrook OOSH Care Policies and Procedures.
- Considering the design and arrangement of children's environments to identify risks and support active supervision.
- Designing, communicating and using supervision strategies and routines to eliminate or reduce risk to children's safety and wellbeing.
- Guiding educators to anticipate potential risks, make decisions and take action to prevent harm e.g. interrupted and redirected play, directing unauthorized persons to move out of service's approved area, transition periods for new children and during the program.
- Supporting educators and their supervision strategies through the induction process, KPI's, regular team meetings, critical reflections and on the job coaching.
- Negotiating for a safer environment with those in control of premises e.g. school Principals and DET Assets team
- Ensuring Responsible Persons understand and lead consistent supervision strategies in the absence of Nominated Supervisor
- Inducting, briefing and supporting new staff and children in understanding risks to safety and wellbeing and the expected behaviour and supervision expected to reduce or eliminate these risks; and
- Acknowledging and understanding when a higher level of supervision is required for high-risk experiences and children and supporting an increased ratio of adults to children, as per risk management plan. (National Quality Standard 2.2, Element 2.2.1)

PURPOSE

The purpose of this policy and procedure is to describe the application of this requirement at Cherrybrook OOSH Care Inc operating under this legal framework.

RELEVANT TO

Cherrybrook OOSH Care Executive and all Outside School Hours Care staff.

STATUTORY LEGISLATION and CONSIDERATIONS

Education and Care Services National Law and Regulations.

PROCEDURES:

Planning for Supervision

Ratios:

- In accordance with the Education and Care Services National Law and Regulations, the service will ensure that the prescribed ratio of 1 educator for every 15 children is always adhered to the service is educating and caring for children.
- Risk Assessments are conducted, and risk management plans are in place. Risk management may require a higher educator: child supervision ratio for higher risk excursions and children with high support needs i.e. new kindergarten children and children with additional needs. To manage risk around water, swimming excursions will only be to lifeguard staffed pools. Inclusion Support Subsidy may be needed to increase team capacity to support the safety and wellbeing of children with high support needs
- Supervision Plans will consider the number of Educators (their level of skill and experience), the environment, age and ability of children and risk level of activities undertaken e.g. outdoor play vs indoor craft activity. Educators will be inducted to the Supervision Plan to ensure expected behaviours e.g. constant surveillance, discussion and movement to where higher risk activities are taking place. Handover when child or educator leaving a supervision zone. This could mean a 1 adult to 20 children for a low-risk craft activity indoors and a 1:10 ratio for tree climbing or fire play. However, the minimum educator: child supervision ratio remains at 1:15 across the service.

Supervision Zoning:

- Zoning areas of the service helps educators to better supervise children when they are accessing various locations such as indoor, outdoor, sporting fields, toilets etc. The service will ensure a zoned supervision plan/ map is on display that shows educators the area they are primarily responsible for supervising. Supervision zones can also be included on the program template with educator names allocated to supervision duties noted. A marker within each zone on the map will demonstrate the most effective vantage point for effective supervision. This will be a location that allows for the educator to see and/or hear the children accessing that zone and acts as a guide only. Educators will move throughout the zone freely rather than remain fixed unless the level of supervision required them to be e.g. when guarding a high-risk boundary to ensure children do not go out of bounds unnoticed.
- The Nominated Supervisor will involve the educator team in the preparation of the Supervision Plan/zone map and will physically walk the areas to determine where the most effective zones and vantage points are located. Once completed all educators will be inducted as to their responsibility as to supervision according to the Supervision Plan/ Zone Map.

- Each zone will have different duties required of the educators supervising them. The service will ensure each zone has a documented routine and list of the expected duties required in each zone. When creating these duty lists, the Nominated Supervisor will take into account the number of children who may access that zone, the activities that will be happening, possible risk factors and hazards and visibility. For example, it would be unreasonable to expect a sole educator supervising a school oval with 15 children on it to also be responsible for children as they walk between the oval, other outdoor zones and the indoor facility unless there is a clear view of their walking path. If the path is obstructed or there are no fixed boundaries, it may be necessary to have a staff member positioned somewhere between the two locations to ensure their safe passage. This would be described in that zone's routine and duty list. A strategy for children accessing toilet facilities will be included in the services zoning plans, routines and duty list. Walkie talkies are used to communicate the movement zones and educators.

Rosters:

- To ensure there are enough educators to meet ratios each time children are being educated and cared for, the service will ensure a roster is completed and made available for educators to review. When creating a roster, the Nominated Supervisor will take the number of expected children enrolled into consideration ensuring minimum 1 educator: 15 children supervision ratio; or more according to identified risks.
- As well as a shift roster, the service will also assign educators a zone in accordance with the Supervision Plan/ zone map described above. Educators will be assigned to/ experience supervising all zones to become familiar with the supervision requirements in each zone. Through the induction process, KPI's, regular team meetings, critical reflections and on the job coaching Educator supervision understanding and capacity will be developed.

Team Approach:

- Each educator comes to the service with their own beliefs and values. With this also comes their understanding and interpretation of how and why certain things are done. It is important to ensure that the service has a team approach when it comes to the way supervision is performed and why it is so critical to their work. The service will regularly discuss and critically reflect on supervision risks and practices at meetings and explore each educator's definition of what supervision means agreement on how supervision is undertaken and a consistent understanding of the risk management principles that apply to ensuring effective supervision. Refer to ACEQUA Active Supervision: Ensuring Safety and promoting learning when developing a consistent approach.

Minimising Risk:

Risk Assessments:

- All service environments including supervision zones, routines and Vacation Care (incursions and local excursions) come with their own unique risks and hazards. To minimise the possibility of children, educators, families or visitors being harmed anywhere in the service it is a requirement that Cherrybrook OOSH Care have a site risk assessment completed and documented. This will assist educators in being able to focus on supervising and interacting with children rather than dealing with hazard reduction during key supervision times. The site risk assessment will be reviewed and amended to address any new risk factors that come to light due to incidents, near misses, complaints or changes to program or premises.

- The service will ensure that any area deemed ‘high risk’, based on the volume of children accessing it, the activities that happen in that zone or the number of ‘near misses’ that have occurred there, will be included in the Site Risk Assessment with accompanying risk management controls and strategies. Newly identified potential risks to supervision and ‘near misses’, may be included as part of the service’s daily indoor/outdoor safety check, the risk level assessed, and controls added to Site Risk Management Plan, as necessary.

Access:

- The Site Risk Management Plan will identify risk of children accessing unsupervised areas of the service and list strategies in place to control this risk. It may be necessary to negotiate changes with the school to support these controls i.e. shutting school gates at an agreed time after school, moving unauthorized persons out of approved service areas.
- Potentially hazardous items are to be identified in the Site Risk Management Plan and educators are to supervise to ensure children do not have access to these items as per list of the duties expected in the relevant zone/s.

The Principles of Active Supervision

To effectively supervise educators, need to conduct risk assessments and make professional judgements to determine an approach to supervision. Educators need to evaluate situations to determine the potential risks and benefits for children’s health, safety and wellbeing.

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

Observing children’s play and anticipating what may occur next allows educators to assist children as difficulties arise and intervene when there is a potential danger to children.

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

Children deemed to be a higher-level supervision risk (i.e. new kindergarten children and children with additional needs) are to be identified and controls agreed and supported by educators, parents and school Principal. Additional supervision support may need to be in place as a condition to a child commencing or continuing in the service as an essential risk control for the safety and the wellbeing of the child and/ or other children, educators.

Knowledge:

- Understanding each child’s abilities and skill level by developing meaningful relationships with all children and engaging in their play, requiring families to disclose and provide information at enrolment of any additional or higher support needs including medical

- Using clear and simple rules and boundaries as per Supervision Plan and Risk Management Plans that are known to and reviewed with the children and consistently applied and enforced by educators e.g. educator accompanying children transitioning to other play areas, using buddy systems for toilet access etc.
- Checking the environment for hazards and risks using the Indoor-Outdoor Daily Inspection Checklist prior to children accessing service play areas, continuing to monitor for risks and hazards throughout the care sessions and ensuring the setting up of the environment supports active supervision practices.

Vigilance:

- Educators positioning themselves in strategic positions where they are in line of sight and line of hearing.
- Educators continuous environmental scanning with both sight and hearing for any hazards or issues, which may pose a risk to children's health, well-being or safety.
- Circulating the play areas within proximity of where children are situated.
- Educators are positioned based on Risk
- Educators are aware of high-risk areas, such as toilets, corners, transitions and excursions.
- Educators are aware of the dangers of parents and guardians during arrival and departure of children from the service. Educators to ask for ID from the parent if they don't know who they are. Court orders of parents displayed in the staff room.

Child Safety

- Supervision is part of child abuse prevention, not just safety.
- Educators must identify isolated spaces, one to one situation, toileting and change areas.
- Educators will use contact visibility checks, and a "no hidden spaces" practice.

Technology & Device Supervision

- Educators will NOT be able to use personal mobile phones and/or smartwatches while directly supervising the children
- Educators will only use centre devices to take photos / videos of children, and these images will be deleted immediately.
- Supervision will not be compromised while using in centre devices.

Empowerment:

- Teach children how to appropriately and safely use equipment and access play areas and take some responsibility for their actions e.g. use of playground equipment.
- Support children to determine safe and unsafe practices using various learning strategies e.g. how to act to stay safe in response to potential unsafe scenarios.
- Encourage children's confidence in reminding their peers about safe practices, supporting a safe OSHC community and alerting an educator if there is a potential risk to safety.

Important:

- When one of two staff member team is dealing with an incident leaving the other single staff member as the primary supervisor unable to rely upon their colleague to assist, supervision strategy will need to be modified to reduce the risk to children's safety and wellbeing.
- This may involve strategies such as having the group of children all indoors or all outdoors at any given time depending on the visibility available, giving older children more responsibilities in assisting younger children; notifying families that discussions may need to wait until other times as the distraction could put children at risk of harm.

Partnerships with Children

- Our service involves children in all aspects of the service's daily operations including the rules and boundaries that guide their behaviour. Children are offered opportunities to develop and review the service rules and boundaries in partnership with educators allowing them to better understand the reason for limits and consequences when these are not adhered to.
- The ages and stages of development of children in our service varies greatly and impacts on play behaviour and levels of understanding. Activities pose varying levels of risk from low to high level. Educators take into consideration children's stages of development and activity risk levels when determining supervision strategies e.g. younger children may require more active supervision when doing a new craft activity while older, trusted children need less when in their Tweenies space.
- Educators respect all children's rights to privacy and allow them the space to be independent giving particular consideration to children 9+. Educators will develop supervision strategies that monitor but also allow older children to self-manage their play, their play environment and limit setting.
- Educator supervision will add to and enrich the play of children, providing support were requested and only disrupting activities as needed to manage risk.
- Educators will engage in play as invited by children and interact with them in accordance with our service philosophy whilst also supervising. Building meaningful relationships and active, respectful engagement helps to minimise challenging behaviours.
- Appropriate and inappropriate contact between an educator or childcare worker and a child is a crucial consideration to maintain a safe and respectful environment for children. Here are examples of both:

Appropriate Contact:

- Comforting a Crying Child: It's appropriate for an educator to offer comfort to a child who is upset or crying, which may include a gentle side hug or pat on the back, permission must be gained from child before interaction
- Ensuring Safety: In situations where a child's safety is at risk, an educator may need to physically intervene to prevent harm, such as stopping a child from running into traffic.
- Administering First Aid: If a child is injured, it's appropriate for an educator to provide first aid, which may involve touching the child to clean and bandage a wound, permission must be gained from the child before commencement.

Inappropriate Contact:

- Excessive Physical Discipline: Using physical punishment is not tolerated by Cherrybrook OOSH Care, such as hitting or slapping, as a means of discipline this is unacceptable and harmful to children.
- Invasion of Personal Space: Invading a child's personal space without their consent or need can be inappropriate and make a child feel uncomfortable e.g. tickling.
- Overly Affectionate Behaviour: Overly affectionate behaviour such as kissing is not appropriate.
- Sharing Personal Information: Sharing personal, non-educational information or engaging in discussions of an adult nature with a child is inappropriate.
- Taking Photos Without Consent: Taking pictures of children without proper consent from the child, parents or guardians is inappropriate

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
S51, 165, 166, 167, 170, 171 R 82, 83, 99, 100, 101, 102, 115, 123, 155, 168 176	Standard 2.2 Element 2.2.1	• Excursion, • Child Protection, • Delivery and Collection of Children, • Incident, Illness, Injury and Trauma, • Interactions with Children, • Providing a Child Safe Environment, • Risk Assessment, • Staffing • Water Policies.	• My Time, Our Place • NQS Info Sheet: Active Supervision: Ensuring safety and promoting learning • Service newsletters/ parent notices • Zone Maps and duty lists • Attendance records • Safety checks • Risk assessments

Policy No 32: Tobacco, Vapes, Drugs & Alcohol Policy

RATIONALE

Our Service is committed to creating and maintaining an environment that promotes the safety of all children, staff and visitors. We believe in maintaining a healthy, safe and productive workplace environment that reduces risks and hazards associated with the use of drugs and alcohol for all staff, children and visitors.

We aim to ensure our education and care service is a tobacco, vape, Drug & Alcohol-free environment at all times in accordance with Education and Care National Law and Regulations. The use of alcohol and/or other drugs may impact on the ability to work safely and ensure the safety of children in their care. Impaired workers can mean increases in lateness, inefficiency, absenteeism, and lost time. Employees should present themselves for work and remain, while at work, capable of performing their work duties safely. Research provides evidence that exposure to tobacco smoke poses major health risks to both children and adults.

Working in line with the Code of Conduct Policy and Work Health and Safety Policy our Service aims to provide a policy regarding a tobacco, drug and alcohol-free environment with clear guidelines to ensure we create an environment that is drug-safe for all children, employees and visitors. This policy sets out expectations for all employees, volunteers and visitors regarding what is and what is not acceptable behaviour and practice in relation to alcohol and drug use and provides procedures which outline how to deal with impaired people, employees, volunteers and visitors, at the service.

SCOPE

This policy applies to staff, educators, students, volunteers, management, the approved provider, nominated supervisor and visitors of the Service.

IMPLEMENTATION

The Education and Care Services National regulations state the Approved Provider must ensure the environment is free from the use of tobacco, vapes, illicit drugs and alcohol and ensure that employees, or volunteers at the service are not affected by alcohol or drugs (including prescription medication) so as to impair the person's capacity to supervise or provide education and care to children being educated and cared for by the service.

All staff, employees, volunteers and students will always abide by this policy, including social events held outside of service hours.

DEFINITIONS

Alcohol

- Alcohol is the most used depressant drug. It affects both mental and motor function. Examples include beer, wine, spirits.

Under the Influence

• Includes a person who has taken drugs or alcohol that interferes with sound judgement and acceptable behaviour that may impair mental and physical ability to perform their duties safely.

Drugs

- **Illegal Drugs:** drugs such as cannabis, amphetamines, ecstasy, cocaine and heroin, are illegal. They are not subject to quality or price controls and the amount of active ingredient varies. A person using illegal drugs can never be sure of how strong the drug is, or what is in it.
- **Prescription Drugs:** Prescribed and over the counter medications can also be misused for the purposes of intoxication. Employees taking medication should find out how it may affect them by consulting their doctor and advising the Nominated Supervisor or Responsible Person if the prescribed medication will affect their mental and physical ability to perform their duties safely.
- **Illicit Drugs:** Illicit drugs include-illegal drugs, prescription medicines that have been obtained illegally or are not being used for medicinal purposes and other substances that are being used inappropriately — for example, sniffing glue or inhaling paint thinner

Use of tobacco, vaping, E-cigarettes, drugs and alcohol

- Our Service supports the Smoke Free Environment Act 2000. The company and its employees will follow all conditions outlined in this act.
- Our Service is bound by the Education and Care Services National Regulations. Alcohol, drugs, or other substance abuse by employees can have serious adverse effects on their own health and the safety of others.

As such, all employees must not:

- consume illegal drugs or alcohol prior to starting work
- consume illegal drugs or alcohol while working or be under the influence of illegal drugs or alcohol while working
 - use or possess illegal drugs at any workplace
 - drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances, or
 - to bring alcohol or any illegal drugs onto the premises
- Smoking or vaping is NOT permitted in or on surrounding areas of the Service. (The smoking & vaping ban extends throughout the whole school site, approved to provide education and care).
- It is expected that the odour of cigarette smoke or vapes will not be detected on an employee's clothing or hands. **If an employee is found smoking or vaping on the premises, that employee may be terminated.**

Employees undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties are required to report this to the Nominated Supervisor. A medical certificate may be required prior to their approval to provide education and care.

Respect for People and the Service

- Management and employees understand that workplace health and safety is everyone's responsibility
- Management and employees have a responsibility to take reasonable care for the health and safety of themselves and others at the workplace to enable compliance with the work health and safety legislation outlined in the Work Health and Safety Policy

- Management and employees must always provide adequate supervision of children and ensure the health, safety and welfare of children and young people in their care. This includes taking all reasonable action to protect children and young people from risk of harm that can be reasonably predicted.
- Management and employees are committed to the Service philosophy and values, inclusive of best practice in early childhood education and building positive partnership with children, families and staff.

Expectations of Leaders and Management Leaders and management are expected to:

- keep employees informed about essential information and any relevant changes and make all documents readily accessible to them
- model professional behaviour always whilst at the Service
- take appropriate action if a breach of the Tobacco, Drug and Alcohol-Free Policy occurs
- advise new employees and volunteers to the service the Tobacco, Drug and Alcohol- Free Policy during the induction process. Visitors will be advised of the policy through signage at the front entrance of the service
- families and visitors are reminded that smoking is not permitted in or around the service
- families and visitors are reminded that they should not enter the premises if they under the influence of prohibited drugs or alcohol

ALL EMPLOYEES WILL:

- act honestly and exercise attentiveness in all Service operations
- carry out all lawful directions, retaining the right to question any direction which they consider to be unethical. If uncertain they can seek advice from the Nominated Supervisor, Approved Provider or the Ombudsman
- report any instances of suspected alcohol or drug use at the Service
- be mindful of their duty of care towards themselves and others
- not sell, offer to sell, purchase, use, transfer or hold possession of illegal drugs while on the Service premises or when representing the service after operating hours
- be committed to valuing and promoting the safety, health, and wellbeing of employees, volunteers, children, and families
- ensure that they are not, by the consumption of drugs or alcohol, in such a condition as to endanger their own safety or that of others at the Service

Adhering to Service Confidentiality

- All issues pertaining to these matters shall be kept strictly confidential
- Unless authorised to do so by legislation, employees must not disclose or use any confidential information without appropriate approval
- All employees are to ensure that confidential information is not accessed by unauthorised people
- Employees will adhere to the Service's Privacy and Confidentiality Policy.

Social events and functions

Our Service expects all employees to the follow the Tobacco, Drug and Alcohol Policy and Code of Conduct during social events held at the service. It is expected all staff act responsibly while at service social events and gatherings.

Reasonable belief or suspicion

If a co-worker suspects a colleague to be affected by drugs or alcohol, they must inform the Nominated Supervisor immediately. Employees will report any concerns they may have about inappropriate actions of any other employee that involves the use of drugs or alcohol at the service to management.

Any incidents or reports are to be documented confidentially including action taken which followed the incident or report.

Management will observe and document any reasonable suspicions that an employee is under the influence of drugs or alcohol, this may include:

- observe any smell of alcohol
- eye dilation or red/bloodshot eyes
- slurred speech
- unable to act in a professional manner within the workplace
- emotions where the employee is argumentative, agitated, irritable or drowsy
- movements where the employee is unsteady or fidgety or
- other behaviours.

If the Nominated Supervisor or Responsible Person has reasonable grounds to believe that an employee is under the influence of illegal drugs or alcohol, they will be removed immediately from working directly with children. Discipline action may follow, which may include termination of employment due to a breach of service policy. A breach in the Tobacco, Vape, Drug and Alcohol-Free Policy may result in termination of employment, even for a first offence.

The employee may be requested to submit to a drug or alcohol screening test if there is reasonable suspicion the employee is under the influence whilst working directly with children at the education and care service. The employee is expected not to return to work until the test results have available.

Breach of the Tobacco, Vape, drug and alcohol-free Policy

All staff members are made fully aware that any breaches of the Tobacco, Vape, Drug and Alcohol-Free Policy and role responsibilities may lead to termination of employment, including:

- reporting to work under the influence of alcohol or drugs
- possessing or selling drugs at the Service
- failure to follow policies and procedures

No employee will be allowed to work under the influence of drugs or alcohol. A breach of this policy may initiate appropriate action including the termination of employment.

Workplace health and safety (WHS) Legislation

Each state specifies Work, health and Safety Acts and Regulations which involves the management of risks to the health and safety of everyone in the workplace. This includes providing a tobacco, vape, drug and alcohol-free workplace for children, visitors and employees at the service.

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
82, 83, 84, 155, 168, 190	Standard 2.2.1 Standard 4.2 Standard 4.2.2 Standard 7.1.2 Standard 7.1.3	• Child Protection, • Providing a Child Safe Environment • Interactions with children • Confidentially • Work, Health & Safety • Complaints Policy • Staff Handbook	• National Quality Framework • Safe work NSW • Workcover NSW • Smoke Free Environment Act 2000 • Workplace Laws • Work Health & Safety Act 2011 • Workplace Relations Act 1996

Policy No 33. Protected Disclosures (Whistleblower) Policy

PURPOSE

The purpose of this policy is to ensure that all educators, staff, volunteers, families, and stakeholders of the Service feel safe, supported, and empowered to raise concerns about misconduct, reportable conduct, or wrongdoing without fear of reprisal.

This policy supports the Service's commitment to child safety, transparency, and accountability, and aligns with the Child Safe Standards, including the requirement to establish culturally safe, child-focused complaints and reporting processes.

SCOPE

This policy applies to:

- Educators and staff
- Volunteers and students
- Nominated Supervisor and Responsible Persons
- Approved Provider and Management
- Contractors and consultants
- Families and community members

POLICY STATEMENT

The Service actively encourages a culture of speaking up, where concerns are raised early and managed appropriately.

In line with **Child Safe Standard requirements and Regulation 84B and 84C**, the Service ensures that:

- Safe, accessible, and child-focused reporting processes are in place
- Children, families, and staff are informed about how to raise concerns
- Disclosures are taken seriously and responded to promptly
- The safety, wellbeing, and best interests of the child are the primary consideration
- People who make disclosures are protected from harm, retaliation, or victimisation

Reportable concerns include, but are not limited to:

- Breaches of the Education and Care Services National Law or Regulations
- Conduct that places children at risk of harm
- Reportable conduct or child protection concerns
- Breaches of the Child Safe Code of Conduct
- Fraud, corruption, or serious misconduct
- Unsafe, unethical, or illegal practices

All disclosures will be managed confidentially, fairly, and in accordance with legislative requirements.

DEFINITIONS

Protected Disclosure (Whistleblowing)

A report made by an individual about suspected wrongdoing where they have reasonable grounds to believe the information is true.

Discloser

The person who reports a concern.

Detrimental Action

Any action taken against a person because they have made, or intend to make, a disclosure (e.g. dismissal, harassment, discrimination).

Reportable Conduct

Conduct that may involve harm to a child, including ill-treatment, neglect, or behaviour that breaches professional boundaries.

PROCEDURES

Making a Disclosure

Disclosures may be made verbally or in writing to:

- The Nominated Supervisor
- The Approved Provider
- A Responsible Person
- A relevant external authority (e.g. Regulatory Authority or child protection agency)

The Service ensures that reporting pathways are:

- Clearly communicated
- Accessible to children, families, and staff
- Culturally safe and inclusive

Where possible, disclosures should include:

- Details of the concern
- Dates, times, and location
- People involved
- Any supporting information

Anonymous disclosures will be accepted and assessed where sufficient information is provided.

Managing Disclosures

Upon receiving a disclosure, the Service will:

- Acknowledge receipt of the disclosure (where possible)
- Prioritise the immediate safety and wellbeing of any child involved
- Assess the nature and seriousness of the concern
- Determine mandatory reporting and notification obligations
- Report to external authorities where required (including child protection and regulatory bodies)
- Conduct a fair, objective, and timely investigation

- Maintain procedural fairness
- Keep secure, accurate, and confidential records

All actions will align with the Service's Child Safe Risk Management Plan and legal obligations.

Protection for Disclosers

In accordance with Child Safe Standards and best practice, the Service will ensure:

- Disclosers are protected from victimisation, discrimination, or adverse action
- Confidentiality is maintained where lawful and practicable
- Support is offered throughout the process
- Any form of retaliation is treated as a serious breach and managed accordingly

Confidentiality and Privacy

All information relating to disclosures will be:

- Managed sensitively and respectfully
- Shared only on a need-to-know basis
- Stored securely in line with privacy and record-keeping requirements

False or Misleading Disclosures

Disclosures made in good faith will not result in negative consequences, even if not substantiated. However, disclosures that are deliberately false or malicious may result in disciplinary action.

TRAINING AND AWARENESS

The Service is committed to ongoing education to support a strong child-safe culture.

This includes:

- Induction training for all staff and volunteers on reporting obligations and protections
- Annual refresher training on Child Safe Standards and whistleblower protections
- Regular staff meeting discussions reinforcing expectations and reporting pathways
- Ensuring children and families are informed about how to raise concerns in a safe and supported way

Training will emphasise:

- The importance of speaking up
- Recognising reportable conduct
- Understanding legal protections
- Maintaining child-focused and culturally safe practices

RESPONSIBILITIES

Approved Provider / Management

- Ensure compliant systems aligned with Regulation 84B and 84C are in place
- Ensure Child Safe Standards are embedded into practice
- Monitor and review reporting processes for effectiveness

Nominated Supervisor

- Promote a safe reporting culture
- Respond to disclosures promptly and appropriately
- Ensure child safety is prioritised at all times

Educators and Staff

- Report concerns in good faith
- Uphold the Child Safe Code of Conduct
- Participate in training and maintain professional responsibilities

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
84B, 84C	QA2 QA4 QA7	• Child Safe Environment Policy • Child Protection Policy • Code of Conduct • Complaints Handling Policy • Privacy and Confidentiality Policy	• Education and Care Services National Law • NSW Child Safe Standards • Children and Young Persons (Care and Protection) Act 1998 (NSW)

REVIEW

This policy will be reviewed annually or earlier if:

- Legislative or regulatory changes occur
- A disclosure or incident identifies improvements are required
- Updates to Child Safe Standards or best practice guidance are released

Policy No 34. Safe Arrival of Children Policy

POLICY STATEMENT

Our Service is committed to ensuring the safety, security, and wellbeing of all children in our care during arrival at the service. The Service will implement robust procedures to ensure children are safely signed in and supervised from the moment they arrive at the premises, in accordance with Regulation 102AA and 102AAB of the Education and Care Services National Regulations 2011 (NSW).

SCOPE

This policy applies to:

- All children attending the Service,
- Educators and staff responsible for the arrival of children,
- Parents, guardians, and authorised nominees.

DEFINITIONS

- Authorised Nominee: A parent or other person authorised in writing by a parent/guardian to drop off or collect a child.
- Arrival Record: A document that records the date, time, and signature of the person delivering the child to the service.
- Service Premises: The designated area of Kurnell OOSH where children are under the care of the service.

PROCEDURES

Arrival of Children

- Children must be accompanied by a parent, guardian, or authorised nominee when arriving at the Service. (unless an Unaccompanied Children's form has been completed)
- Educators must supervise children at all times until they are formally signed in and accounted for.
- Children cannot be left unattended at the Service at any time.

Signing In

- Upon arrival, the parent/guardian/authorised nominee must sign the child in using the Service's attendance record or digital system.
- The following information must be recorded for each child:
 - Full name of the child
 - Date and exact time of arrival
 - Name and signature of the person delivering the child
 - Any relevant information about the child's health, behaviour, or special needs for the day
- Educators must check that the child has been safely handed over from the parent/guardian or authorised nominee before accepting responsibility.

Unaccompanied Children

- Children are not permitted to arrive unaccompanied unless a written authorisation form has been provided by the parent/guardian.

The form must include:

- Child's name and age
- Expected arrival time
- Parent/guardian acknowledgement of responsibility until the child reaches the service
- Signature of parent/guardian and approval by Nominated Supervisor

Late Arrival or Non-Attendance

- If a child has not arrived at the scheduled start time, staff must:
 - Attempt to contact the parent/guardian or authorised nominee immediately.
 - Record all attempts to contact families.
 - Non-attendance must be noted in the attendance record, and follow-up actions documented.

Health and Safety Checks

- Educators will visually check each child on arrival for signs of illness, injury, or distress.
- Any concerns are recorded and communicated to parents/guardians, and actions are taken according to the Illness and Injury Policy.

Confidentiality and Record-Keeping

- Arrival records are confidential and stored securely in compliance with Regulation 102AAB.
- All records include the date, time, and signature and are retained for a minimum of three years.
- Electronic attendance systems must have restricted access to authorised staff only.

Communication with Families

- Families are informed about safe arrival procedures during enrolment.
- Any changes to arrival procedures (e.g., new drop-off arrangements) must be documented in writing and communicated to the educators.

Educator Responsibilities

- Educators must remain alert and vigilant during arrival times.
- Ensure that child-to-educator ratios are maintained while children are being signed in.
- Report any irregularities or concerns to the Nominated Supervisor immediately.

Roles and Responsibilities

Role	Responsibility
Approved Provider	Ensure policies and procedures meet legal obligations, provide resources and training.
Nominated Supervisor	Implement policy, monitor compliance, liaise with families regarding arrivals.
Educators/Staff	Supervise children on arrival, maintain attendance records, ensure handover is safe.
Parents/Guardians	Deliver children safely, sign them in, communicate relevant information about the child.

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
102AA 102AAB	QA2.2, QA6.1, QA7.1	- Child Safe Environment Policy - Child Protection Policy - Code of Conduct - Complaints Handling Policy - Privacy and Confidentiality Policy	- Education and Care Services National Law Act 2010 - Education and Care Services National Regulations 2011NSW - Child Safe Standards - Children and Young Persons (Care and Protection) Act 1998 (NSW)

REVIEW

This policy will be reviewed annually or when there are legislative changes, service practices change, or following any incident related to the arrival of children