

# Absent and Missing Children

## POLICY STATEMENT

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

## CONSIDERATIONS

National Quality Standard Quality Area 2.3

## PROCEDURE

- Parents are to advise the Centre if their child will be absent on a day that they are booked into care.
- **If parents are aware before hand they must:**
  - Write a note in the Parent book, or inform a staff member in person who must record the information in the Parent book for the day of expected absence.
- **If parents do not know until the day they must in person:**
  - Ring the Centre and inform a staff member, as early as possible.
  - Where possible this change should be confirmed in writing.
  - This information must be recorded in the Parent book.
    - Parents must indicate the expected time of absence if it is expected to be for more than 1 day.
- Parents will be informed of this requirement on enrolment and through the parent information booklet detailing the great importance of the Centre knowing of a child's absence.
- Staff will conduct head counts at 4pm and 5pm each afternoon to ensure that all children are accounted for.

### **If a child does not arrive from school in the afternoon:**

Staff will:

- Ask the children of their knowledge of where the child might be (this should not be relied upon).
- Approach the school office or the child's teacher and ask for information regarding the child's attendance at school
- Check the school grounds
- Contact the parent immediately to check if the child should be attending the Centre.
- If parents are not available, staff will continue to call until contact is made. Emergency contacts may be utilized in an attempt to contact parents.
- Ensure all other children are well supervised during this time.
- If the child was absent, parents will be called to remind them of their failure to contact the Centre, and to find out if the child will attend on their next usual day of attendance.
- If the child attended school and is expected to attend the Centre, the staff member will continue to try and locate the child, and make contact with the parents.
- The police may be contacted if contact has not been made with parents by 6pm.
- Staff should document all incidents of absent/missing children, including their attempts to contact parents and contact with police.

# Acceptance and Refusal of Authorisations

## RATIONALE

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

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

Authorisation from parents may also be required if:

- A child is leaving the service to attend an extra-curricular activity away from the service, for example, attending a sporting activity, dance, drama, etc. that is run by a provider other than the OSHC service.
- Child/ren are needing to leave the service to make their own way home.

## POLICY STATEMENT

Our policy on the acceptance and refusal of authorisations sets out the circumstances in which the service will require authorisation (permission) from parents. Authorisation from parents is required to ensure the safety of the children and staff may refuse a parent/guardian's request unless the authorisation is provided. For example, if a child is to attend an extra-curricular activity for which authorisation is required, but has not been given, this will result in the child not being able to participate in the activity. Preferably, authorisation is required in written format, however in some circumstances verbal authorisation may be accepted at the discretion of staff.

## CONSIDERATIONS:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulation 2011: clause 168
- National Quality Standard: Quality Area 7.1

## PROCEDURE

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

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

3. Keep these authorisations in the child's enrolment record.
4. Ensure the child will not be permitted to leave the service to attend any extra-curricular activity until authorisation is obtained from the parent/guardian.
5. Ensure that children are not permitted to sign themselves out or leave the service without an authorised adult, unless written authorisation from the parent/guardian has been given.
6. Obtain written authorisation, if a person other than the parents/guardian or other nominated person cannot collect the child.
7. In certain circumstances verbal authorisation, may be accepted at the discretion of the senior staff member on duty. In these instances, staff will record in the diary, the time of the telephone call with the parent/guardian and name of the person who will be collecting the child. Identity of the person collecting the child should be confirmed by sighting ID – preferably photographic ID, for example, current driver's licence.
8. Exercise the right to refuse if written or verbal authorisations do not comply with the requirements outlined above.
9. Waive compliance for authorisation where a child requires emergency medical treatment for conditions such as Anaphylaxis or Asthma. The service can administer medication without authorisation in these cases, provided they contact the parent/guardian as soon as practicable after the medication has been administered.

# Accidents

## POLICY STATEMENT

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

## CONSIDERATIONS

National Standard 1; Element 2.1.2, 2.2.2

National Regulation 85 *“Incident, injury, trauma and illness policies and procedures”*

## PROCEDURE

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

- Parents are required to provide written consent for staff to seek medical attention for their child if required before they start in the Centre. This will be recorded in the enrolment form.
- Parents will be required to supply the contact number of their preferred doctor or dentist, Medicare number and health insurance details.
- Staff will be required to supply two contact numbers in case of an emergency or accident.
- If a child, staff member or visitor has an accident while at the Centre they will be attended to immediately by a staff member who holds a first aid certificate, and the Nominated Supervisor informed
- In the case of medication being required in an emergency without prior consent of the parents/guardians, staff are to secure that consent from a registered medical practitioner, if possible and practical.
- Anyone injured will be kept under adult supervision until they recover or an authorised person takes charge of them.

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

- Assess the injury.
- Attend to the injured person and apply first aid as required.
- Ensure that disposable gloves are used with any contact with blood or bodily fluids.
- Ensure that all blood or bodily fluids are cleaned up and disposed of in a safe manner.
- Ensure that anyone who has come into contact with any blood or fluids wash in warm soapy water
- Record the incident and treatment given in the accident form or on HubHello platform, indicating name, date, time, nature of injury, how it occurred, treatment given and to be signed by staff.
- Notify the parents either by phone after the incident if seen fit, or on their arrival to collect the child.

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

Policy endorsed 2<sup>nd</sup> November 2024

Evaluation and review due 2<sup>nd</sup> May 2026

- Assess the injury, and decide whether the child needs to be attended to by local doctor or whether an ambulance should be called, and notify the certified supervisor.
- If the child's injury is serious the first priority is to get immediate medical attention. Parents should be contacted straight away. If not possible, there should be no delay in organising proper medical treatment. Keep trying to contact the parents in the meantime.
- Attend to the injured person and apply first aid required.
- Ensure that disposable gloves are used with any contact with blood or bodily fluids.
- Stay with the child until suitable help arrives, or further treatment taken.
- Try to make the child comfortable and reassure them.
- If an ambulance is called and the child is taken to hospital a staff member will accompany the child and take the child's medical records.
- Record the incident and treatment given in the accident form, indicating name, date, time, nature of injury, how it occurred, treatment given by whom, to be signed by staff and witnessed if possible.
- Obtain parent signature confirming knowledge of the accident.

**The Nominated Supervisor or other responsible staff member will:**

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

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

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

- Parents/Guardian
- Ambulance service
- Police
- Regulatory Authority (NSW Early Childhood Education and Care Directorate, using I01 "*Notification of Serious Incident*" form)
- Clear emergency procedure should be maintained for the other children at the Centre.
- The Centre will notify the parent/guardian that a serious incident has happened and advise them to contact the relevant medical agency.
- This information should be provided in an extremely sensitive manner.

# Accounting and Financial Management

## POLICY STATEMENT

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

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

## CONSIDERATIONS

Funding and operational agreements

Incorporation Act

Income Tax Assessment Act

Goods and Services Tax

Superannuation Act

Staff Awards

National Quality Standard Quality Area 7.1.2

## OBJECTIVES

- Manage income and expenses to protect the viability of the Centre.
- Provide information to the Committee to enable them to effectively manage the Centre's finances.
- Maintain a balance on the Centre's Visa Card of at least \$5,000.00.
- Require timely payment of fees by all families, closely monitor outstanding fees and take prompt action to recover outstanding fees and limit potential bad debts.
- Pay all accounts promptly to avoid penalties.
- Fundraising will be encouraged and supported by the Committee, but will not be a part of the income required in the budget.
- Applications for all available grants and other forms of assistance will be encouraged and supported by the Committee, but will not be a part of the income required in the budget.
- Provide financial information to families, through reports provided at AGM and in response to ad hoc requests.

## BUDGETS AND FINANCIAL REPORTING

- A comprehensive budget will be prepared by the Treasurer at the beginning of each financial year, and presented to the Committee meeting for approval.
- The Treasurer will provide a report (by month) on the Centre's financial position at each Committee meeting. This information will be available to all parents.
- Reports will be provided to each Committee meeting and will comprise:
  - Balance of bank account
  - Profit and loss statement for the month
  - Report of income and expenditure (year to date)
  - Liabilities (outstanding accounts)
  - Receipts expected
- A detailed annual financial report will be prepared at the end of each financial year.

- An accurate financial report will be presented at the AGM, and provided to parents on request.
- Treasurer will be responsible for ensuring that financial transactions are recorded properly, and stored in a secure place.
- Treasurer will ensure the payment of staff on an agreed basis, according to the appropriate Award entitlements and that all tax and superannuation deductions are made.
- The Coordinator or other delegated person will be responsible for the day to day financial management of the Centre such as collection and banking of fees, and allocation of petty cash.
- Treasurer is responsible to ensure the audit takes place and that the balance sheet, income and expenditure statement and financial report are completed.
- Treasurer is responsible for ensuring that the financial report is submitted to the funding bodies within the time frame outlined in funding agreements.
- Treasurer is responsible for presenting an Audited Balance sheet and Income and Expenditure statement at the AGM. This should be undertaken by a qualified accountant who is not a member of the committee.
- All financial records will be kept for a period of 7 years and will be made available for inspection by the relevant government Department officers.
- Treasurer will ensure that all financial returns are completed and lodged on time, including Business Activity Statements, PAYG and superannuation returns.

## PROCEDURES

### *AUTHORISATION TO EXPEND FUNDS*

- All expenditure over \$1000 must be approved by the Committee.
- Committee may authorise the Coordinator to expend funds for groceries and other regular expenses. Specific monthly limits may be set for food, craft, etc.
- Committee may authorise the Treasurer to pay staff (including wages, superannuation, PAYG tax) and make BAS payments, and to pay other regular accounts such as telephone bills.
- Urgent expenditure may be approved by the Committee outside regular meetings, but must be minuted at the next scheduled meeting

### *USE OF CREDIT CARD*

- Committee may provide the Coordinator with a credit card to be used wherever possible to reduce the need for petty cash payments.
- Expenditure must be approved in advance, although the Committee may authorise expenditure to meet regular expenses (such as groceries), within a budget limit.
- An expense form is to be completed for each credit purchase, and presented to the Committee with the receipt attached.
- All credit card receipts are to be reconciled against the monthly statement, and variations queried.

### *USE OF CHEQUE BOOK*

- Two signatures are required on all cheques.
- Committee will determine who will have cheque signing authority, but normally the President, Treasurer, Secretary and Coordinator will have cheque-signing rights.

- All payments made by cheque are to be approved in advance by the Committee (subject to the above exceptions).

### ***ONLINE BANKING***

- In general, cheques should be used to pay accounts, however online banking may be used to pay staff wages, and when urgent payment is required.
- The online account will require two persons to conduct transactions.
- Committee will determine who will have authority to make online banking payments, but normally the President and Treasurer will have authorisation.
- All online payments are to be approved in advance by the Committee (subject to the above exceptions).
- Clear details are to be included on all online payments to permit identification of each transaction.

### ***BANKING AND HANDLING CASH***

- To reduce cash handling, parents should be encouraged to pay fees by some means other than cash.
- All cash received must be receipted immediately.
- Cash and cheques should be banked at least once per week.
- All payments received should be recorded in the Cash Book.
- From 1<sup>st</sup> July 2023 no cash payments will be accepted from parents when paying their invoices.

### ***RECEIPT OF FEES***

- Parents are not allowed to pay by cash.
- All payments must be paid on line transfer or by cheque.
- All payments must be receipted immediately.
- Fee payments must be reconciled weekly against Hubhello payment records.
- Fee payments must be reconciled monthly against bank account statements (deposits and online payments)

### ***PROCESSING OF PAYMENTS***

- Receipts (or tax invoices) are to be obtained for all expenditure, wherever possible.
- An expense form must be completed for all expenditure, including credit card payments, and invoices requiring payment.
- The expense form and receipt/invoice are to be filed in the "Accounts Paid" folder.
- Treasurer should be advised of any accounts (over \$1000) that require urgent payment. The Treasurer will obtain approval from the Executive, with formal approval then given by the full Committee at its next meeting.
- Details of all accounts requiring payment are to be presented to the Committee at its next meeting for approval.
- Once approved by the Committee, all expenses can be paid by the Co-ordinator/Accountant.
- Completed expense forms (with receipt/invoice) to be filed, by month, in the "Accounts Paid" file.
- Accounts paid are to be reconciled against bank statements and cheque book each month.



# Administration of First Aid

## POLICY STATEMENT

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

## PROCEDURE

- The nominated supervisor is responsible for ensuring that a minimum of one educator/staff member who is currently qualified in senior first aid, asthma management and anaphylaxis management is present at the service at all times it is educating and caring for children. Evidence of the first aid training will be kept in staff files. (r136)
- The service will endeavour to have all educators holding a current first aid qualification.
- A current first aid certificate or willingness to undergo training will be advertised for all new positions.
- The service will budget for the cost of the first aid course or renewal for each educator as part of the training budget.
- An appropriate number of fully stocked and updated first aid kits, in regard to the number of children being educated and cared for, will be kept in the designated secure place in the service. Educators are to ensure that this is easily accessible and recognisable to all educators and volunteers and kept inaccessible to the children. (r89)
- A separate travelling first aid kit will be also maintained and taken on all excursions and outdoor activities.
- The first aid kit will contain the minimum equipment suggested by a first aid specialist organisation i.e.; Red Cross or St John's Ambulance and a first aid manual will be kept at the service.
- A cold pack will be kept in the freezer for treatment of bruises and swelling.
- An inventory of the kits will be maintained and checked on a minimum monthly basis and signed off by the Nominated Supervisor. The checklists may be requested for sighting by management or from the NSW regulatory authority.
- An educator will be designated the duty of maintaining the kits to ensure that they are fully stocked, and that all items are within the use by date.

- At orientation, educators and volunteers will be made aware of the first aid kit/s, where they are kept and their responsibilities in relation to it.
- Qualified first aiders will only administer first aid in minor accidents or to stabilise the patient until expert assistance arrives in more serious accidents.
- Telephone numbers of emergency contacts, local doctor and poisons service will be located in an accessible location *next to the telephone*.
- In the event of an emergency, the educator administering the first aid must not leave the patient until emergency services or the parent arrives. A second educator should make all emergency calls.

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

1. Reassure the child
2. Assess the injury
3. Attend to the injured person and apply first aid as required.
4. Ensure that PPE is used with any contact with blood or bodily fluids.
5. Ensure that all blood or bodily fluids are cleaned up and disposed of in a safe manner as per the INFECTIOUS DISEASE POLICY.
6. Ensure that anyone who has come in contact with any blood or fluids washes their hands thoroughly in warm soapy water. Notify the authorised nominee either by phone after the incident if seen fit or on their arrival to collect the child
7. Record the incident and treatment on an INCIDENT, INJURY, ILLNESS AND TRAUMA form:(r87)
  - Name and age of child
  - Date, time, and location of incident
  - Description of injury and circumstances of how it occurred, including witnesses.
  - Treatment given and name and signature of first aid attendant
  - Details of any medical personnel contacted.
  - Name and details of any parent or emergency contact notified or attempted to notify.
  - Time and date of report and name and signature of a person making report
  - Name and signature of nominated supervisor
8. Notify the authorised nominee either by phone after the incident if seen fit or on their arrival to collect the child

9. Authorised nominee signature confirming knowledge of the Incident, Illness, Injury and trauma report form will be gained at the soonest possible convenience. Notify the authorised nominee either by phone after the incident if seen fit or on their arrival to collect the child.

- 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 Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation/Evidence
S167, 174  R85, 86, 87, 89, 136	Standards 2.1 and 2.2  Elements 2.1.2 and 2.2.2	<ul style="list-style-type: none"> <li>• Medical Conditions</li> <li>• Administration of Medication</li> <li>• Providing a Child Safe Environment Policy</li> <li>• Excursion Policy</li> <li>• Management of Incident, Injury and trauma Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Handbook</li> <li>• Staff Handbook</li> <li>• My Time, Our Place Framework</li> <li>• Incident, Illness, Injury and trauma report</li> <li>• Risk Assessments</li> </ul>



# Allergies

## POLICY STATEMENT

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

## PROCEDURE

- Parents will be asked to inform the Centre of any allergies the child may have at the time of enrolment.
- This information will be recorded on the child's enrolment form.
- Where a child has an allergy, the parents will be asked to supply a letter from their doctor explaining the effects if the child is exposed to whatever they are allergic to and to explain ways the staff can help the child if they do become exposed.
- If a food allergy exists, parents will be asked to supply any particular diet if required.
- All food allergies will be placed on a notice near the kitchen area to remind staff. A list of what they cannot eat along with alternatives will be recorded.
- Food for allergy children will be prepared and stored separately from the other food and placed in a clearly labelled container with the child's name.
- All staff are to make themselves aware of this list.
- All relief staff will be informed of the list on initial employment.
- At least one staff member on duty will be trained on how to use an Epi-pen.
- Where it is necessary for other children to consume the particular food allergen (e.g., milk or other dairy foods) the child with the food allergy will be seated separately during meal times and all children will wash their hands before and after eating.

# Anaphylaxis

## POLICY STATEMENT

We aim to provide a safe and healthy environment in which children identified at risk of anaphylaxis can participate equally in all aspects of the children's program and experiences.

Staff will be aware of any child/children within the service who are at risk of this severe allergy, and will be equipped with the training and resources to manage and minimise the risk of an anaphylactic reaction occurring.

## CONSIDERATIONS

National Quality Standard Quality Area 2.1  
'Anaphylaxis' Development Factsheet, Network of Community Activities

## PROCEDURE

- Parents will be asked to inform the Centre if their child is at risk of an anaphylactic reaction.
- This information will be recorded on the child's enrolment form.
- Where a child is at risk of a severe anaphylactic reaction, parents will supply the Centre with an anaphylaxis action plan, signed by their child's practitioner. This plan will contain the following:
  - Clear identification of the child (including child's photo)
  - Documentation of the allergic triggers
  - Documentation of the first aid response including prescribed medication
  - Identification and contact details of the doctor who has signed the action plan

**The most common allergens affecting the children at this Centre are: Tree Nuts, Peanuts, Cashews, Pistachios, Hazelnuts, Almonds, Macadamia Nuts, Green Peas, Chickpeas, Lentils, Yellow Split Peas, Fava Beans, Bee Stings, Sea Food, Shellfish, Tuna, Eggs, Cow's Milk and Whey**

- Action Plans need to be kept up to date. If there are changes to a child's condition a new plan must be provided. If there is no expiry date on the child's Action plan, families will be asked to provide a new plan every two years.
- All anaphylaxis action plans will be displayed in the best possible location in the Centre. (Located in the office at the Main aftercare building and the Aftercare Office at the Preschool)
- All staff will be aware of any child at risk of severe allergy within the service, and the associated allergen.
- All relief staff and volunteers will be informed of any anaphylaxis action plans upon initial employment.
- At least one staff member on duty will be trained on how to use an Epi-pen/Ana pen. Additionally, staff will receive regular refresher training in regard to anaphylaxis policy and procedures.

- All staff will be aware of the need to treat children's allergy information sensitively and confidentially.

#### **At the Aftercare Building:**

- The child's medication will be kept either in the aftercare office in the medical pouch.
- The medical management plan of each child will be reviewed with the parents when required by the child's medical practitioner.

#### **At the Preschool Building**

- The child's medication will be kept in the preschool aftercare office in the medical pouch. When taking the preschool children over to their classroom in the morning a staff member also needs to take the medical pouch with them and give this to a preschool staff member. When collecting the children in the afternoon the staff member must ensure that they collect the medical pouch containing the children's medication and return it to the aftercare office in the preschool.

### **Responding to an Anaphylaxis Reaction:**

If a child is showing signs and symptoms of anaphylaxis, staff should immediately administer an adrenaline injector according to the child's ASCIA Action Plan. If in doubt whether a child is experiencing anaphylaxis or not, staff should immediately administer the child's adrenaline injector if they have one.

If an unknown child is showing signs of Anaphylaxis staff must immediately administer the service's general use an adrenaline injector pen and follow the ASCIA First Aid Plan for Anaphylaxis.

In the event of a child not having their medication or expired medication. The service will provide the child with Ventolin/EpiPen from the services emergency First Aid Kit and follow the child's medical management plan. The children's parents will immediately be informed.

## **ASCIA First Aid Plan for Anaphylaxis**

**Step 1.** After an adrenaline injector has been administered, the child should stay in position as per the ASCIA Action Plan and an ambulance should be called to transport the child to hospital for monitoring (National Regulation 94)

**Step 2.** Until the ambulance arrives the child must not be allowed to stand or walk (even if they appear well) and should lay flat or sit with legs outstretched if breathing

is difficult. When the ambulance arrives, the paramedics will take responsibility for emergency care.

**Step 3.** Where an ambulance is not available a trained member of staff should follow the directions of the ambulance service. If the child needs to be transported to a health care service, staff should stretcher the child to a vehicle. They must not be allowed to stand or walk, even if they appear well.

## **Post Incident management and Incident Reporting**

### **1. The following data should be collected by trained staff for all allergic reactions.**

- Child's name and DOB
- Date and time of allergic reaction
- Does the child have an ASCIA Action plan?
- What caused the allergic reaction?
- How did the exposure occur?
- Name and position of the staff member who performed the First Aid.
- Signs and symptoms that were observed.
- Was the child's ASCIA plan followed?
- Location of where the allergic reaction occurred.
- Location of where the child was treated.
- Was the child positioned appropriately during the anaphylaxis? (Sitting with legs outstretched or lying down)
- Was a prescribed adrenaline injector device used? If not why (e.g., expired, misfired, not as close to hand as a general use advice)
- How long after observing the symptoms was the adrenaline device administered?
- What medications were given? Including additional doses of adrenaline?
- Was an ambulance called? Time?
- Was the child stretchered to the ambulance?
- Was the child transported to the hospital?
- Was the parent/emergency contact called? Time?
- Any additional information that may be relevant.

Allergic reactions to packaged foods or food provided by a food service provider after the allergy has been declared, should be reported to the Health Department in that jurisdiction that the service operates.



When an incident occurs in the service a debriefing meeting should be held:

- To discuss the incident for emotional processing
- To discuss any areas for improvements.

The child's individualised anaphylaxis plan should be reviewed and updated where required.

When an incident occurs in the service, support should be provided to staff and children where required.

A consistent data set should be collated at a jurisdictional level to allow national pooling of de-identified data that will facilitate improved risk-minimization strategies and inform policy at all levels.

# Animals

## POLICY STATEMENT

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

## CONSIDERATIONS

### Animal Rights

## PROCEDURE

- The decision to keep a pet or have an animal visit the centre on a regular basis will be made by the Co-Ordinator, based on an observed need or value to the children.
- The Co-Ordinator must discuss this in their report at a management meeting and have approval of the management prior to any animal being able to enter the centre.
- Any animal or bird will only be considered with the clear understanding of them being safe and suitable with children, and an assurance that the animal will be properly cared for.
- No animal, bird or livestock will be allowed in the program area which is likely to be a source of infection or which in any way may be detrimental to the wellbeing of the children.
- Checks need to be made regarding individual children's allergies before considering an animal in the centre.
- All animals, which are kept in the centre, shall be maintained in a clean and healthy condition.
- All hygiene procedures will be followed regarding cleaning and disposal of waste.
- All animals will be located away from any food or food preparation areas.
- Everyone in the centre will treat with respect and in a humane way all animals, at all times.
- A staff member will be designated the duty of ensuring that the animal is appropriately fed and looked after. Alternately a roster of staff and children can be made to fulfil this duty.
- Appropriate food and water will be maintained and kept topped up at all times.
- Appropriate arrangements shall be made to ensure the animal is appropriately cared for over weekend and holiday breaks.
- Children will be educated on an ongoing basis on how to properly care for and handle animals.
- Children will be reminded about the hygiene practices required after handling any animal and staff will ensure that this is maintained.
- Supervision is to be maintained at all times.

# **ASTHMA POLICY**

## **Policy Statement**

We aim to ensure the following:

The Annandale After School Centre service integrates best asthma management strategies within its environment.

All children enrolled at the service who are diagnosed with asthma receive the appropriate management.

Staff respond appropriately to the care of children diagnosed with asthma during an asthma attack

Staff respond appropriately to the care of children who are experiencing difficulty breathing which may be their first asthma attack.

## **Background**

The prevalence of Asthma in children living in Australia is high with an estimated 1 in 10 children currently affected. Asthma is a serious life-threatening condition and when symptoms occur, they need to be managed immediately. Children not previously diagnosed with asthma may have their first attack whilst attending the service. It is therefore important that the OSHC service takes responsibility for ensuring that appropriate asthma management strategies are implemented within the OSHC environment. This includes supporting OSHC staff in their duty of care to ensure that they have the current skills and knowledge to manage asthma effectively within the service, minimise its impact, and promote best practice asthma management strategies to parents.

## **Relevant documents and legislation**

Asthma Aware Out of School Hours Guidelines 2013

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

National Quality Standards;

Quality Area 2, Children's Health and Safety

Quality Area 7, Leadership and Service Management.

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations.

Guide to the National Quality Standards.

Staying Healthy 5th Edition 2012, National Health and Medical Research Council.

Network of Community Activities policies and procedures;

Dealing with Medical Conditions and Administration of Medication

Management of incident, Injury, Illness and Trauma.

## **Our Commitment**

Asthma management is a shared responsibility. The key groups listed below within Annandale After School Centre support the following undertakings:

## OSHC Service Implementation

- The asthma action plan will be reviewed regularly, and the information kept up to date. Families will inform the Centre if there are any changes to the child's condition or to the action plan.
- Staff and management will work collaboratively to promote an asthma aware environment.
- Staff including new and casual will be familiar with the service asthma policy.
- Staff who are responsible for administering asthma medication and / or asthma first aid to a child attending the service will be required to participate in ACECQA approved Emergency Asthma Management Training, every 3 years.
- A minimum of one staff member who has participated in ACECQA approved Emergency Asthma Management Training is to be on duty at all times.
- Service Coordinators will facilitate opportunities for new and casual staff to receive feedback regarding important procedures in place for managing asthma within the OSHC environment, in particular the implementation of Nationally Recognised Asthma First Aid.
- Following a notification of a child with a diagnosis of asthma, or previously treated with asthma medications, staff will ensure that the parents will provide a current asthma plan and prescribed medication which will be kept either in the Aftercare Office or the children's bag.
- **Children's medication will be kept in the office in an allocated pocket in a medical bag with their name clearly labelled.**
- **The Action plan needs to be kept up to date. If there are changes to a child's condition then a new plan needs to be supplied. If there is no expiry date on the child's Asthma plan, families will be asked to provide a new plan every two years.**
- A list of children with a diagnosis of asthma, together with copies of the child's asthma first aid documentation, will be compiled and be visible to staff only. This information will be taken on all offsite excursions.
- Staff will ensure that the child's asthma medication is in its original container, clearly labelled with the name of the child, medication dose, frequency, route of administration, and expiry date.
- Staff will be aware of those children with asthma and encourage those permitted to self-administer to carry their reliever medication and delivery device with them at all times. Staff will know where to access reliever medication and delivery device if immediate access is required.
- A record of asthma "first aid treatment / medication given will be maintained via the Child Asthma First Aid Treatment Record or alternatively according to ACECQA regulation requirements for Medication Records. Parents will be notified if treatment has been provided.
- Make available asthma "first aid kits including for off-site excursions.

- Will display a nationally recognised asthma "first aid plan within a prominent location in the service.
- Identify and, where practical, minimise exposure to asthma triggers.
- Staff will obtain relevant information in regards to a child who also has identified allergies or is at risk of having a severe allergic reaction (anaphylaxis)
- Ensure all parents are aware of the Education and Care Services Regulation. No 94- Exception to authorisation requirement – anaphylaxis or asthma emergency.

### **Parents of children enrolled at the service responsibilities**

Inform staff, either on enrolment or on initial diagnosis if their child has a history / diagnosis of asthma.

Provide all relevant information regarding their child's asthma management through completion of the Children's Services Asthma First Aid Record (including permission for self-administration) or their child's individual asthma management /medical management plan.

Notify the service of any changes to their child's asthma management, and update this information on their child's relevant service documents.

Provide the service with an adequate supply of the child's appropriate medication (reliever) in original container, including the spacer device, both clearly labelled with the child's name, medication dose, frequency, route of administration, and medication expiry date.

Will ensure that they replace their child's reliever medication prior to the expiry date.

Will notify the service of known asthma triggers including minimisation strategies.

Will notify the service if their child also has identified allergies or is at risk of having a severe allergic reaction (anaphylaxis).

### **Children will:**

Where practical, be encouraged to carry their asthma reliever medication and spacer device and use this medication as soon as their symptoms develop.

Be encouraged to report to staff if they are experiencing asthma symptoms / difficulty in breathing, and / or if they have self-medicated.

### **Asthma First Aid**

An asthma first aid kits within the service will include the following:

- A reliever metered dose inhaler (Salbutamol) e.g. Ventolin, Asmol, Airomir that is in date and fits the accompanying spacer device
- A spacer device
- Instructions on how to use the spacer device
- Instructions on how to implement nationally recognised asthma first aid.

It is recommended that there is a minimum of 2 asthma first aid kits:

- One for use in the OSHC service.
- One to be taken on all off-site excursions.
  
- The Asthma First Aid Kits should:
  - be checked regularly for availability of correct contents and expiry dates of reliever medication.
  - be stored in an accessible location with all staff being aware of this location.
  - contain a spare unused spacer device to immediately replace the one that has been used.

\*The Nationally Recognised Asthma First Aid poster will be located in the centre.

## Responding to an Attack

- In the event of a child experiencing an asthma attack or difficulty breathing staff will follow:

The child's completed Children's Services Asthma First Aid Record or the child's individual Asthma Management /Medical Management Plan for children diagnosed with asthma

OR

Nationally Recognised Asthma First Aid for children not previously diagnosed with asthma, or in the event that the child's asthma management plan is unavailable at the time of an attack, (Note: individual asthma management plan is to be implemented once sourced)

- In the event of a child not having their medication or expired medication. The service will provide the child with Ventolin from the services emergency Asthma bag and follow the child's medical management plan. The children's parents will immediately be informed.

## Nationally Recognised Asthma First Aid Plan

**Step 1.** Sit the child upright, remain calm and provide reassurance. Do not leave the child alone.

**Step 2.** Give 4 puffs of a blue/grey reliever puffer (Salbutamol e.g. Ventolin, Asmol, Airomir), one puff at a time, using a spacer if available (including a mask if required). Instruct the child to take 4 breaths from the spacer after each puff.

**Step 3.** Wait 4 minutes. If the child still cannot breathe normally give another 4 puffs of blue/grey reliever puffer

**Step 4.** If the child still cannot breathe normally, call an ambulance immediately (Dial 000) and continue giving 4 puffs of blue/grey reliever puffer every 4 minutes until the ambulance arrives

**Not sure if it's Asthma? CALL AN AMBULANCE IMMEDIATELY (DIAL 000)**

If the child stays conscious and their main problem seems to be breathing, follow the asthma first aid steps. Asthma reliever medicine is unlikely to harm them even if they do not have asthma.

\* Adapted from Kids' First Aid for Asthma – National Asthma Council Australia. 2011.

Staff will call for an ambulance:

- If a child is experiencing a severe attack
- If a child not previously diagnosed with asthma is experiencing difficulty breathing.
- If a child is not improving as per the instructions in the Nationally Recognised Asthma First Aid Plan
- In accordance with the child's individual asthma management plan
- If staff have concerns or doubts.

All asthma treatment including asthma first aid to be recorded on the Asthma First Aid Treatment Record Card and filed with the services incident reports.

All parent/carers are to be notified of asthma first aid administration as soon as practicable.

## **Further Resources and Support**

**Network of Community of Activities** [www.networkofcommunityactivities.org.au](http://www.networkofcommunityactivities.org.au)  
Phone 02 9212 3244

Provides downloadable OSHC asthma management guidelines and asthma resources. Including a list of ACECQA approved emergency asthma management training facilitated through Network.

## **Sydney Children's Hospitals Network Sydney Children's Hospital Randwick NSW**

*Aiming For Asthma Improvement in Children Program*

Health Professional support and consultancy by experienced Asthma Nurse Consultants, regarding the implementation of Asthma Management Best Practice Procedures for Out of School Hours Care (OSHC).

Providers of ACECQA approved emergency asthma management training. Phone 02 9113 3396 or 0410 489 995

Phone 02 9382 8376 or 0411 446 239

Website: <http://www.seslhd.health.nsw.gov.au/AAIC/>

## **The Children's Hospital at Westmead NSW**

Respiratory Department

Providers of ACECQA approved asthma emergency management training. Support and consultancy regarding the implementation of the Best Practice Asthma

Policy endorsed 2<sup>nd</sup> November 2024

Evaluation and review due 2<sup>nd</sup> May 2026

Management Procedures for Out of School Hours Care (OSHC) Phone 02 9845 2293

Website: <http://www.chw.edu.au/site/directory/entries/asthma.htm>

**Children's Asthma Resource Pack for Parents /Carers**

[http://www.chw.edu.au/parents/factsheets/pdf/childrens\\_asthma\\_information\\_pack.pdf](http://www.chw.edu.au/parents/factsheets/pdf/childrens_asthma_information_pack.pdf)

A resource pack for parents, developed in collaboration with The Sydney Children's Hospitals Network - Randwick and Westmead and Kaleidoscope- John Hunter Hospital,

**Consumer Organisations:**

**National Asthma Council Australia (NAC): [www.nationalasthma.org.au](http://www.nationalasthma.org.au)  
1800 032 495**

**Kids with Asthma: [www.kidswithasthma.com.au](http://www.kidswithasthma.com.au)**

- Interactive child friendly website developed by NAC, which includes children's games and printable resources.

**Asthma Australia: [www.asthmaaustralia.org.au](http://www.asthmaaustralia.org.au) 1800 645 130**

- Provides asthma information and resources with links to State Asthma Foundations.
- Asthma Information available in languages other than English:

**NSW Health Multicultural Health Communication Service:**

[www.mhcs.health.nsw.gov.au/mhcs/topics/Asthma.html](http://www.mhcs.health.nsw.gov.au/mhcs/topics/Asthma.html)

- Parents and Carers Information Pack available in Chinese and Arabic

**Asthma Foundation of Victoria: <http://www.asthma.org.au>**

- Asthma information in Indonesian, Italian, Greek, Vietnamese, Chinese, Arabic, & Turkish.

**Health Translation Directory: [www.healthtranslation.vic.gov.au](http://www.healthtranslation.vic.gov.au)**

- Multilingual health resources that can be searched by topic.

**References:**

National Health & Medical Research Council "Australian Guidelines for the Prevention and Control of Infection in Healthcare 2010".

Asthma Australia: [www.asthmaaustralia.org.au](http://www.asthmaaustralia.org.au)

Kindergarten Union Children's Services. Policies and Procedures Asthma Management. 2012

National Asthma Council Australia: [www.nationalasthma.org.au](http://www.nationalasthma.org.au)

National Asthma Council Australia (2006) Asthma Management Handbook

National Asthma Council Australia (2011) Kids First Aid for Asthma

The Children's Asthma Resource Pack for Parents and Carers, June 2010.

Sydney Children's Hospitals Network – Randwick and Westmead, & Kaleidoscope Hunter Children's Health Network.



# Behaviour Guidance

## **POLICY STATEMENT:**

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

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

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

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

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

## **PROCEDURES:**

### **a) Guidelines**

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

- Whilst at the service, we expect that the children will comply with the following basic rules:
  - ✓ Respect each other
  - ✓ Respect other people's property and that of the service
  - ✓ Share with other children and be inclusive<sup>(SEP)</sup>
  - ✓ Accept and respect individual needs and differences
  - ✓ Clean up after activities
  - ✓ Be polite to educators and to each other
  - ✓ Follow the instructions from educators
  - ✓ Play only in the allocated areas and as directed by educators and not enter areas that educators have designated as “out of bounds”
  - ✓ Remain in the supervised area of the program until the authorised person collecting them has signed them out
  - ✓ Not participate in physical fighting (play or real), for example, spitting, throwing toys, stones or dangerous objects.
  - ✓ Not bully or engage in any form of aggressive behaviour
  - ✓ Use appropriate language at all times.

**b) Guiding Children’s Behaviour:**

- Steps that educators take towards establishing good behaviour management include:
  - ✓ Establishing positive relationships, which are the foundation for building children’s self-respect, self- worth and feelings of security
  - ✓ Observing children to identify triggers for challenging behaviours. Paying attention to the child’s developmental level and any program issues that may be impacting on the behaviour
  - ✓ Using positive approaches to behaviour guidance. Some of these include positive 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
- ✓ 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 continues, the child will sit away from the group to calm down and think about their actions. After a short period of time, the educator will have a discussion with the child with respect to their actions, and then the child will return to play.
  - ✓ A discussion will be held with the child's family when the child is collected.

**d) Persistent inappropriate behaviour:**

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

- ✓ Adequate support and counselling are sought (if necessary)
- ✓ Clear procedures have been established for accepting the child back into the service.

**CONSIDERATIONS:**

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
r73, 74, 76, 155, 156, 157,168.	1.2, 2.2, 3.1, 3.2, 5.1, 5.2, 6.1, 6.2	<ul style="list-style-type: none"> <li>- Confidentiality</li> <li>- Enrolment &amp; Orientation</li> <li>- Providing a Child Safe Environment</li> <li>- Interactions with Children</li> <li>- Management of Incident, Injury and Trauma</li> <li>- Child Protection</li> </ul>	<ul style="list-style-type: none"> <li>- Children (Education and Care Services National Law Application) Act 2010</li> <li>- UN Convention on the Rights of the Child</li> <li>- My Time, Our Place.</li> </ul>

# Bookings and Absence

## POLICY STATEMENT

We aim to provide an efficient and flexible booking system.

## CONSIDERATIONS

National Quality Standard Quality Area 7.1

## PROCEDURE

- Parents are invited to nominate their booking requirements on the enrolment form, indicating whether they require a permanent or casual booking, and which day/s they require.
- The Centre accepts permanent bookings during term time for 1 to 5 sessions per week.
- Minor variations in permanent bookings will not be accepted, except under special circumstances.
- The coordinator must be informed EACH DAY a child is to attend on a casual basis.
- Casual bookings during term time may be made in advance, or by phone up to 3:00pm on the day of attendance.
- Casual bookings will be added on to your invoice and will show as the casual rate.
- There will be no charge for casual bookings that are cancelled prior to the day of attendance.
- Casual bookings not cancelled (when the child does not attend), or cancelled on the day of attendance must be paid for.
- Children who arrive at the Centre without a booking will be charged at the casual rate and this will show on your invoice.
- Vacation Care - If you make a last-minute booking on the day, a casual rate will be applied to your invoice. Please refer to the vacation care information booklet.

## CANCELLATION:

The family may terminate care/booking with notice of 2 weeks, if care/booking is no longer required, notice must be provided via email or written notification. CCS guidelines will be followed once an enrolment is cancelled.

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

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

# Child Protection

## POLICY STATEMENT

We believe 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 in our Centre 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 use the Centre.

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.

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

## CONSIDERATIONS

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 Community Services Mandatory Reporting Guidelines

NSW Child Protection Interagency Guidelines (2006)

Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13

Keep Them Safe – Information session/ overview participants manual 2009/ 2010

National Quality Standard Quality Area 2

## PROCEDURES

### Mandatory Reporting

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

#### Section 23 (1)

##### a-b) Child is at significant risk of harm – Neglect

- basic physical or psychological needs not being met or are at risk of not being met
- parents/ carers unwilling or unable to provide necessary medical care
- parents/ carers unwilling or unable to arrange for the child or young person to receive an education

##### c) Child is at significant risk of harm – Physical / Sexual abuse

##### d) Child is at significant risk of harm – Domestic violence

##### e) Child is at significant risk of harm – Serious Psychological harm

f) Child is at significant risk of harm – Prenatal report

- Staff will undergo training in relation to child protection and reporting as part of the training budget.
- Any member of 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 Centre's Confidentiality Policy and Procedures.
- Any staff who forms a belief based on reasonable grounds that a child is at risk of harm should discuss their concerns with their Co-ordinator who may have information the staff member is not aware of. The Co-ordinator will then assist staff in running the online Mandatory Reporters Guidelines tool (see point below for more information) to determine whether the report meets the threshold for **significant** risk of harm.
- If directed by MRG to report to Community Services, staff should report their concerns to the Child Protection Helpline:
  - Mandatory Reporters phone 13 36 27
  - Non-Mandatory reporters' phone 132 111
- When reporting to the Helpline it is important to have as much information as possible available. This might include child's information, family information, reporter details and outcomes of the MRG.
- If the Co-ordinator has been advised to, but has not reported to Community Services, the staff member is legally responsible to do so.
- Once a report is made to the CS Helpline no further report needs to be made unless new information comes to hand.
- **Mandatory Reporting Guidance tool**
  - A Mandatory Reporting Guidance tool has been developed to help frontline mandatory reporters, including OOSH workers determine whether the risk to a child or young person meets the new statutory threshold of 'risk of significant harm'. The MRG will guide reporter on what action should be taken. The MRG is an interactive tool and is available online at <https://reporter.childstory.nsw.gov.au/s/>
  - If still in doubt the Community Services Helpline will provide feedback about whether or not the report meets the new threshold for statutory intervention.
  - If new information presents concerning the child, the MRG tool should be run again.
  - Where concerns do not meet the significant harm threshold, the MRG tool may guide staff to 'Document and continue the relationship'. This requires the Centre to continue to support, provide services, and coordinate assistance and referral for the child and their family.
  - The report page from the MRG should be printed and placed in the child/family file for future reference regardless of whether or not further action is recommended.

- For assistance with referral information.  
Communities and Justice [Communities and Justice](#)  
Family Services NSW <https://www.facs.nsw.gov.au/>

#### Information exchange

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

- 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 or not the child or young person is known to Community Services and whether or not the child or young person consents to the information exchange.
- The information requested or provided **must** relate to the safety, welfare or wellbeing of the child. Information includes:
  - A child or young person's history or circumstances
  - A parent or other family member, significant or relevant relationship
  - The agency's work now and in the past
- Where information is provided in good faith and according to legal provisions, under section 29 & 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 a staff member, or someone in the Centre**
  - Should an incident occur where a child needs to be questioned regarding an allegation made about a staff member, volunteer or person visiting the centre, the child's Parents/Carers will be contacted immediately and asked to come to the centre. If the Parents/Carers are unable to attend the centre then the staff must seek permission from them for the child to be questioned. Parents/Carers will be provided with the content of the interview and also informed of who will be present. A transcript of the interview will be taken and will be shared with the parents/carers. Copies of the transcript will also be shared on a strictly confidential basis with the President and Public Officer of the parent committee. Copies of the transcript will then be placed into an envelope marked confidential and put into the child's and staff member's file. If the outcome of the interview deems that the incident was no longer of concern it does not need to be reported to the Office of the Children's Guardian.
  - 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 Centre, this is regarded as **'reportable conduct'** and necessitates such conduct being reported to the Office of the Children's Guardians **within 7 business days**.  
<https://ocg.nsw.gov.au/> Telephone: (02) 82193600



- 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 Co-ordinator or person in charge is suspected then the chairperson on the Management Committee should be informed.
- The relevant forms together with information and assistance are available on line at <https://ocg.nsw.gov.au/>
- The person making the report should follow the advice of the Office of the Children's Guardians.
- Management will also follow this advice.
- The matter will be treated with strict confidentiality.
- For the protection of both the children and the staff member involved, the staff member should be encouraged to take special leave or removed from duties involving direct care and contact with children, until the situation is resolved.
- Support should be provided to all involved. This support can be given in the form of counselling or referral to an appropriate agency.
- **Recruitment of staff**
  - All staff employed by the service including management, full time/ part time carers, volunteers and students will be subject to a Working with Children Check carried out by the **Office of the Children's Guardian**. Written approval from the prospective employee will be sought prior to this check being carried out.
- **Engagement of self-employed contractors**
  - When the Centre engages a self-employed individual to provide services, the provider is required to provide a **Certificate for Self Employed People**. This certificate ensures verification that the person employed is not banned by law from working with children. These certificates are issued through the **Office of the Children's Guardian**. Application form and instructions are available on <https://ocg.nsw.gov.au/>

#### **For further information**

<https://reporter.childstory.nsw.gov.au/s/>

#### **Keep Them Safe**

[https://www.facs.nsw.gov.au/\\_\\_data/assets/pdf\\_file/0008/320984/keep\\_them\\_safe.pdf](https://www.facs.nsw.gov.au/__data/assets/pdf_file/0008/320984/keep_them_safe.pdf)

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

Community Services [www.community.nsw.gov.au](http://www.community.nsw.gov.au)

NSW Commission for Children and Young People

<https://www.findandconnect.gov.au/entity/nsw-commission-for-children-and-young-people/>

Child Protection Helpline 13 36 27

# CHILD SAFE POLICY

## Policy Statement

Annandale After School Centre is a child safe organisation which is committed to providing a child safe environment for all of the children who attend our service.

## Purpose

**The purpose of our Child Safe Policy is to:**

- Demonstrate our commitment of safety and welfare of children.
- Minimise the risk of abuse, misconduct and misuse of positional power
- Inform all staff and volunteers of their obligations and responsibilities in keeping children safe.

## Relevant documents and legislation

Child Safe Code of Conduct

Staff Code of Conduct, Uniform and Professionalism

Education and Care Services National Law 2010

- Sections 162A, 166, 167

Education and Care Services National Regulations

- Regulations 84, 168 2(h), Regulations 175 (2) (d),(e)

My Time Our Place Framework for School Age Care in Australia

- Outcomes 1-5

National Quality Framework

- QA2, QA4, QA7

Children and Young Persons Act 1998

Children's Guardian Act 2019

Child Protection (Working with Children) Act 2012

Child Protection (Working with Children) Regulation 2013

Children and Young Persons (Care and Protections) Act 1998

Crimes Act 1900

Children and Young Persons (Care and Protection) Regulation 2012

Children and Young Persons (Care and Protection) (Child Employment) Regulation 2015

Disability Inclusion Act 2014

Anti – Discrimination Act 1977

United Nations Convention of the Rights of the Child

Child Safe Standards – 1-7

## Audience and Scope

This policy applies to:

- Staff Members
- People in Leadership roles
- Parent Committee Members
- Volunteers
- Contractors / Outside Agencies
- Children and young people
- Families, Carers and Communities

**We require all workers, paid or unpaid, who work with children to:**

- Comply with this policy and prioritise the prevention of harm to children and young people.
- Uphold the rights of children and actively empower them to participate to the best of their ability.
- Provide a safe and inclusive environment, free from discrimination and harassment.
- Report any breach (of this policy, procedure or Child Safe Code of Conduct) to their manager.
- Take steps to ensure all children can actively contribute to the organisation regardless of their ability, race, gender or cultural background.
- Use positive and encouraging language when working with children.
- Refrain from language that is discriminatory, racist, sexist, offensive or belittling.
- Act on any concerns raised by a child that indicate they may be unsafe.
- Avoid situations that place children of harm.
- Refrain from any conduct that is considered abusive, neglectful or grooming

- Notify and seek approval for any interaction with a child outside our services, either professionally or personally, unless that child is a close family member.
- Hold a Working with Children Check (WWCC) clearance, unless exempt.
- Provide their Working with Children Check (WWCC) when requested for us to verify.

## Definitions

**Neglect** – Neglect is when a parent or caregiver cannot regularly give a child the basic things needed for his or her growth and development, such as food, clothing, shelter, medical and dental care, adequate supervision, and enough parenting and care.

**Physical abuse** – Physical abuse is a non-accidental injury or pattern of injuries to a child or young person caused by a parent, caregiver or any other person. It includes but is not limited to injuries which are caused by excessive discipline, severe beatings or shakings, cigarette burns, attempted strangulation and female genital mutilation.

Injuries include bruising, lacerations or welts, burns, fractures or dislocation of joints. The application of any unreasonable physical force to a child is a crime in NSW. For example, hitting a child or young person around the head or neck, or using a stick, belt or other object to discipline or punish a child or young person (in a manner that is not trivial or negligible) may be considered a crime.

**Emotional abuse or psychological harm** – Serious psychological harm can occur where the behaviour of their parent or caregiver damages the confidence and self-esteem of the child or young person, resulting in serious emotional disturbance or psychological trauma.

Although it is possible for ‘one off’ incidents to cause serious harm, in general it is the frequency, persistence and duration of the parental or carer behaviour that is instrumental in defining the consequences for the child or young person.

This can include a range of behaviours such as excessive criticism, withholding affection, exposure to domestic violence, intimidation or threatening behaviour.

**Sexual abuse** – Sexual abuse is when someone involves a child or young person in a sexual activity by using their power over them or taking advantage of their trust. Often children or young people are bribed or threatened physically and psychologically to make them participate in the activity. Sexual abuse is a crime.

## Our Statement of Commitment

All children and young people who come to Annandale After School Centre have a right to feel and be safe. We are committed to the safety and wellbeing of all children and young people. We are **committed** to providing a child-safe and child-friendly environment, where children and young people are safe and feel safe, and are able to actively participate in decisions that affect their lives.

We have zero tolerance for child abuse and other harm, and we are committed to acting in children’s best interests and keeping them safe from harm.

Annandale After School Centre regards its Child Protection responsibilities with the utmost importance, and is committed to providing the necessary resources to ensure compliance with all relevant Child Protection laws and regulations, and the maintenance of a child-safe culture.

Each member the Annandale After School Centre community has a responsibility to understand the important and specific role that they play, individually and collectively, to ensure that the wellbeing and safety of all students is at the forefront of all that they do, and every decision that they make.

## Staffing and Recruitment

The children at our service are at the centre of everything we do. At Annandale After School Care, we guide children’s growth by employing passionate, talented and dedicated educators. All educators and visitors attending the service must hold a valid Working with Children Check.

As part of the induction process all new staff members are provided with a copy of the Child Safe Policy, Child Protection policy, Child Safe Code of Conduct to read and sign. All staff members must follow the Child Safe Code of Conduct at all times.

It is compulsory that all staff are equipped with the knowledge, skills and awareness to keep children safe. It is compulsory that the Nominated Supervisor and all educators who are nominated as Responsible Persons undertake annual Child Protection training. Child Protection training is also offered to all staff members who work at the service.

New educators to the service will be supported by an experienced educator to ensure that they uphold the high-quality practices Annandale After School Centre has in relation to reducing harm to children and keeping children safe.

The Nominated Supervisor of Annandale After School Centre acts as a point of contact and support for children, parents and educators with regards to child safety issues. They will support staff to take any necessary action in alignment with state based statutory reporting requirements.

Staff who have secondary employment such as baby sitting for children who attend our service must declare their involvement with the family/children to the service.

## Legislative Requirements

Annandale After School Centre takes its legal responsibility very seriously, including failure to disclose and protect children when it has been identified that the child is at risk of harm. Annandale After School Centre has risk management strategies in place to identify, assess and take steps to minimise risk of harm to children which must be adhered to by all staff.

All allegations are treated as serious, and Annandale After School Centre has practices in place to conduct investigations as required thoroughly and quickly.

## Reporting Requirements

Every Educator and Annandale After School Centre staff member has a responsibility to protect the health, safety, welfare and wellbeing of children. Our educators have regular and direct contact with children therefore they are uniquely positioned to observe, and report concerns regarding harm or risk of harm to children.

Annandale After School Centre adheres to all reporting requirements which are listed in our Child Protection Policy. All staff members are required to report safety concerns when there is reasonable suspicion that a child has been harmed or is at risk of harm caused by physical abuse, emotional abuse, sexual abuse, neglect or domestic violence.

### **In the event of a suspicion or if the parent/carer/adult discloses information:**

#### **If an adult discloses an incident of abuse to an educator:**

- Go to the Child Story Reporter website and follow the instructions on what to do next.
  - Call 000 if a child is in immediate danger.
  - The educator must advise the adult that you will take notes during their discussion to capture all details.
  - The educator must explain to the adult that this information will need to be repeated to the state Child Protection agency, the regulatory authority, the police (where necessary)
- 
- It is important that the educator does not to make any promises at this early stage and advise them that they will do their best to keep the child safe.
  - Educators must ensure that the content of the documentation remains confidential and that only the educators dealing directly with the child and the manager are across the events and the report. Under no circumstances will the suspicion be discussed outside of the service or anyone who is not directly involved.
  - All reports will remain confidential within the Child Protection Authority. However, if the report becomes the subject of a protection application, the educator/s may be required to give evidence to the court
  - Educators must be aware that some people and children from culturally and/or linguistically diverse backgrounds may face some barriers when reporting any allegations of child abuse.
  - Where an allegation may involve an aboriginal child, the child/parent may need a culturally appropriate representative.
  - If a situation arises where the regional manager is not immediately available to talk this through, then the educators must speak with another member of the operations team or Human Resources.
  - As a professional courtesy to the principal of the school and to make the school aware of the child's situation, **the Nominated Supervisor may inform the principal that a report has been made.** As reports of abuse are confidential this will be at the discretion of the general manager.
  - All suspicions, whether reported or not, must be documented as these suspicions may later be used as evidence by the investigating agencies.

In the event of a suspicion or if the child disclosed information:

If a child disclosed an incident of abuse to an Educator:

- Go to the Child Story Reporter website and follow the instructions on what to do next.
- The educator must try and separate the child and themselves from the other children discreetly and listen to them carefully.
- It is important for the educator to let the child use their own words to explain what has occurred.
- The educator must ensure they questions are open ended – do not ask questions that may be leading.
- The educator must explain to the chat that this information may need to be shared with others such as the Nominated Supervisor of the service, the police or where appropriate their parents.
- It is important that the educator does not make promises to the child but explain they will do their best to keep them safe,
- Reassure the child that it was right for them to tell an adult.
- The educator should stay with the child if they seem at ease with your company as they may be in a distressed state,
- As soon as possible after the disclosure, where an educator has reasonable grounds to believe that a child is at risk of harm report to the relevant authority, follow the Child Protection Policy and follow the Child Story Reporter website instructions.
- Educators must be aware that some children from culturally and/or linguistically diverse backgrounds may face some barriers when disclosing and are to support them.
- When an allegation may involve an Aboriginal child, the service may need a culturally appropriate representative. Educator to seek advise from the Nominated Supervisor.
- Children with a disability may experience some barriers when disclosing an incident the educator can seek advice from the Nominated Supervisor.
- As a professional courtesy to the principal of the school and to make the school aware of the child's situation, the Nominated Supervisor may inform the principal that a report has been made. As reports of abuse are confidential this will be at the discretion of the Nominated Supervisor.
- All documentation identifying suspected abuse must be provided to the Nominated Supervisor and must be stored in a safe, secure and confidential manner.
- Educators must ensure that the content of the documentation remains confidential and that only the educators dealing directly with the child and the Nominated Supervisor are aware of the events and the report. Under no circumstances will the suspicion be discussed outside of the service or with anyone who is not directly involved.
- All reports will remain confidential within the Child Protection Authority, However, if the report becomes the subject of a protection application, the educator/s may be required to give evidence in court.
- Each educator has different legal responsibilities with Child Protection Training and Reporting. Educators must be familiar with and comply with the legal responsibility for Child Protection.



# Child Safe Well Being Policy

## Policy Statement

Annandale After School Centre acknowledges that the safety of children is of the utmost importance. This policy will shape interactions between children and the service's employees, volunteers, and contractors (if applicable). Annandale After School Centre is committed to the Child Safe Principles and will ensure that a child safe environment is maintained.

### **Our Service is committed to the Child Safe Standards:**

- Standard 1: Child safety is embedded in organisational leadership, governance, and culture
- Standard 2: Children participate in decisions affecting them and are taken seriously
- Standard 3: Families and communities are informed and involved
- Standard 4: Equity is upheld, and diverse needs are taken into account
- Standard 5: People working with children are suitable and supported
- Standard 6: Processes to respond to complaints of child abuse are child focused
- Standard 7: Staff are equipped with the knowledge, skills, and awareness to keep children safe through continual education and training
- Standard 8: Physical and online environments minimise the opportunity for abuse to occur
- Standard 9: Implementation of the Child Safe Standards is continuously reviewed and improved
- Standard 10: Policies and procedures document how the organisation is child safe

(Child Safe Standards, 2020)

### **Considerations:**

- Education and Care Services National Regulations 2010
- Child Protection (Working with Children) Act 2012
- Children and Young Persons (Care and Protection) Act 1998
- Office of the Children's Guardian: Guide to the Child Safe Standard (2020)
- Royal Commission into Institutional Responses to Child Sexual Abuse: Final Report, Making institutions child safe (2017)

## **Procedures:**

### **Children's Participation:**

Annandale After School Centre is committed to the principles of the National Quality Framework, particularly the learning framework My Time Our Place, in recognising and encouraging children's participation.

Children support children to engage in all aspects of operations of the service, including but not limited to:

- Programming of activities
- Setting menus
- Sharing information
- Acquiring resources
- Communications within the service, and with the wider community
- The selection and induction of staff.

We are committed to engaging all children in a variety of areas in which they can provide feedback, in order to build children's confidence and belief that they can share information with the adults at the service.

We respect children's views and wherever possible, act on their feedback. If we cannot action a children's request, we will endeavour to explain the reasons to children in line with our practice of open communication.

### **Open Communication:**

Annandale After School Centre is committed to the principle of open and transparent communication. Educators will regularly communicate and collaborate with each other to ensure children are provided with a child safe environment. Educators will be empowered to communicate directly with management, particularly regarding child safety, through a direct line of contact and invitations to meetings of Management.

Educators will seek support and advice from each other when enacting the child safe principles. Senior Staff or Management as appropriate will be responsible for actively seeking and responding to feedback from all stakeholders (including children, staff, volunteers, and the school community).

Communication will be two-way.

- The service commits to regularly correspond with families in writing and verbally.
- The service will include information about providing a Child Safe environment in the Parent



Handbook and induction process.

- The service will document any feedback or information provided by families in an appropriate format.
- The service is committed to the communication and documenting of all incidents and illnesses at the service, in line with our regulatory and policy requirements.
- The service commits to communicating with children as part of building positive relationships.
- The service will invite them to participate in establishing communications (emails, newsletters, app, posts etc.) with their families and the community.

### **Team Approach:**

Annandale After School Centre acknowledges that Educators come 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. This Service is committed to embedding a team approach to child safe principles. This service will engage children in discussions regarding their own safety when reasonable, appropriate and as part of a balanced program. Children's input into the organization is considered paramount to our 'team approach'. This service will meet regularly to discuss child safe practices and techniques, the importance of this policy, and what the child safe standards mean to each Educator.

We will record these reflections in an appropriate format. This may include meeting minutes, notes in a reflection journal or diary, comments in the floor book, discussion in the staff communication book etc.

Communication from all Educators and other stakeholders (such as parents, children, and persons in management) will be used to inform supervision strategies and documentation.

### **Recruitment**

This service is committed to maintaining the highest standards for employment of people working with children.

Prior to hiring, Annandale After School Centre will:

- Ensure a Working with Children Check is cleared
- Conduct thorough reference checks
- Engage in a thorough interview process
- Select only candidates that satisfy the Service that they are fit and proper to be working with children.

## **Training and Support**

Child Safe principles and this policy will form part of the induction of any new employee or volunteer. Educators and management will be engaged in discussions regularly with regard to the Child Safe principles

Persons in senior roles and management will review policies and procedures regarding child safety at least annually, or as needed, in line with the aforementioned practice of open communication

Educators will communicate with each other, and will have a direct senior report within the staff team to learn from. Any revisions, updates, or feedback regarding child safety will be circulated to the staff team in an appropriate and timely fashion.

## **Complaints Management and Reporting**

Annandale After School Centre commits to the reporting requirements stipulated in the Education and Care Services Laws and Regulations (2010). Annandale After School Centre appoints the President to act as the contact person for all complaints regarding child safety.

If the complainant is for any reason not comfortable lodging a complaint with the President, the Secretary or Nominated Supervisor is granted delegated authority to receive and act on complaints. Complaints handling and reporting will be conducted in line with the Grievance/Complaints Handling policy.

# Complaints Procedures

## POLICY STATEMENT

Annandale After School Centre believe that parents have an important role in the Centre and we value their comments. We aim to ensure that parents feel free to communicate any concerns they have in relation to the Centre, staff, management, programs or policies without fearing negative consequences. And that they are made fully aware of the procedures to do this. Our priority is to do everything possible to improve the quality of our service.

## CONSIDERATIONS

Community Services Complaints, Appeals and Monitoring Act, 1994

National Quality Standard Quality Area 7.1

Regulation 168(2)(o)

## PROCEDURE

- We will support parents' right to complain and will help them to make their complaints clear, and try to resolve them.
- A complaint can be informal or formal. It can be anything which a parent thinks are unfair or which makes them unhappy with the service.
- Every parent will be provided with clear written guidelines detailing the grievance procedure, in the parent handbook.
- The name and telephone number of the person to whom complaints are directed to, is displayed visibly when entering the service (r173) on the notice board above the sign in/out table.
- All confidential conversations with parents will take place in a quiet place away from children, other parents or staff not involved.
- If a parent has a complaint or comment about the service, they will be encouraged to talk to the coordinator who will arrange a time to discuss their concern and come to a resolution to address the issue.
- If the complaint is not handled to the parent's satisfaction at this level, they should discuss the issue with the President or liaison person of the Management, either in writing or verbally.
- The Management will discuss the issue with the coordinator and develop a strategy for resolving the problem. This would be discussed further with the parent or if necessary, a meeting will be organised with the coordinator and parent to resolve the problem.
- The parent's complaint is to be recorded and dated indicating the issue of concern and how it was resolved.
- The Coordinator or Management will inform the parent 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 Management or Coordinator will write personally to the parent.
- If any complaint cannot be resolved internally to the parent's satisfaction, external options will be offered such as an unbiased third party.
- All complaints that come about as a result of a serious incident or alleged serious incident occurring, will be notified to the Regulatory Authority within 24 hours as per regulations.

Policy endorsed 2<sup>nd</sup> November 2024

Evaluation and review due 2<sup>nd</sup> May 2026

# CONFIDENTIALITY

## POLICY STATEMENT

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

- To the extent necessary for the education and care of the child
- To the extent necessary for medical treatment of the child
- Family/Guardian of the child to whom the information relates
- The Regulatory Authority or an authorised officer as expressly authorised, permitted or required under the Education and Care Services National Law and Regulations
- With the written consent of the person who provided the information. (r181)

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

### 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 outlined in Regulation 183 (2).
- The service 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 by contacting the Nominated Supervisor at the service. Children may also seek access to personal information about themselves. However, access may be denied where access would impact on the privacy of others; where access may result in a breach of the service's duty of care to the child; or where the child has provided information in confidence.
- Lists of children's or families' names, emails and phone numbers are deemed confidential and are not for public viewing and will not be issued to any other person or organisation without written consent.
- No personal information regarding a staff member is to be given to anyone without his/her written permission.
- Within NSW, Chapter 16A of the Children and Young Persons (Care and Protection) Act 1998 (Care Act) provides the legislative basis for sharing information that relates to the safety, welfare or wellbeing of a child or young person. Chapter 16A allows for the flow of information between certain government agencies and non-government organisations to facilitate collaboration in the provision of services. The provision of information under Chapter 16A takes precedence over the protection of confidentiality or of an individual's privacy because the safety, welfare and wellbeing of children and young people is paramount

### **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. (r111)
- 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 (CCS) and for ensuring that information is updated regularly.

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

### CONSIDERATIONS

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other
S175  R111,145 – 152, 158-162, 168, 177, 181, 183, 184	Standards 4.2, 5.1, 7.1  Elements 7.1.2, 7.1.3	<ul style="list-style-type: none"> <li>• Governance and Management,</li> <li>• Medical Conditions and Administration of Medication,</li> <li>• Acceptance and Refusal of Authorisations,</li> <li>• Communication with Families,</li> <li>• Delivery and Collection of Children,</li> <li>• Enrolment and Orientation,</li> <li>• Management of Complaints policies</li> <li>• Child Protection</li> </ul>	<ul style="list-style-type: none"> <li>• My Time, Our Place.</li> <li>• Network <i>OSHC Code of Conduct</i>.</li> <li>• Work, Health and Safety Act (2011).</li> <li>• Privacy Act (1988).</li> <li>• Child Care Service Handbook (DEEWR).</li> <li>• Child Care Subsidy legislation.</li> <li>• Enrolment Form.</li> <li>• Parent Handbook.</li> <li>• Staff Handbook.</li> <li>• Personnel files.</li> <li>• Care and protection act (1988)</li> </ul>

# COVID SAFE PLAN POLICY

## **POLICY STATEMENT:**

**Annandale After School Centre Inc.** 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/Guardian of the child to whom the information relates
- The Regulatory Authority or an authorised officer as expressly authorised, permitted or required under the Education and Care Services National Law and Regulations
- With the written consent of the person who provided the information. (r181)

## **COVID-19 Safe Plan**

This plan has been created in response to, and focuses on the threat of COVID-19 as a pandemic.

## **Requirement to keep this Plan**

OOSH Services operating on Department of Education premises are now required to have COVID-19 Safety Plans in place. OOSH Services were not required to have a plan of this kind under the 30 June 2020 Public Health Order. Services that operate on non-government sites may want to use this plan to document their existing and guide their future COVID-19 Safe practices.

## **Frequent Review**

Services will continue to check with NSW and Federal Government agencies for contemporary advice on COVID-19 and COVID Safe practices.

### **Covid-19 Specific Information**

NSW Government

<https://www.nsw.gov.au/covid-19>

NSW Department of Health

<https://www.health.nsw.gov.au/Infectious/covid-19/>

NSW Department of Education

<https://education.nsw.gov.au/early-childhood-education/coronavirus>

# ANNANDALE AFTER SCHOOL CENTRE

## **General Contacts**

NSW Health

[www.health.nsw.gov.au](http://www.health.nsw.gov.au)

National Coronavirus Health Information Line 1800 020 080

Call Service NSW 13 77 88

Department of Education

<https://education.nsw.gov.au/>

1300 679 332

Fair Work

<https://www.fairwork.gov.au/>

Phone 13 13 94

ACECQA

<https://www.acecqa.gov.au/>

Phone 1300 422 327

## **Background**

### **What is a Pandemic, and what is COVID-19?**

According to the World Health Organisation, a pandemic is the “worldwide spread of a new disease”. Coronaviruses are a group of viruses, some of which cause viruses in humans. COVID-19 is a new strain of Coronavirus that was declared a Pandemic by the WHO on 11 March 2020.<sup>1</sup> The outbreak of the new influenza virus COVID-19 has become a global threat, spreading internationally at a fast pace. There is currently no vaccine, and the disease spreads easily from person to person. For these reasons, this Service has chosen to adopt this Pandemic Plan to minimise our risks and document steps to manage COVID-19.

### **How is COVID-19 Spread?**

COVID-19 is spread from someone infected with the virus to another person by close contact. Primarily, the virus is spread by inhalation of airborne droplets released by the coughing and sneezing of an infected person, or by an infected person touching objects or people with unclean hands.

The virus can be spread by an infected person several days before they show symptoms. The time between when a person is exposed to the virus and when symptoms first appear is typically 5 to 6 days, although this can range from 2 to 14 days.<sup>2</sup>

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<sup>1</sup>World Health Organisation, Director General’s Speech 11/3/2020 [available at] <https://www.who.int/dg/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-march-2020>

<sup>2</sup> NSW Department of Health, Coronavirus FAQs [available at] <https://www.health.nsw.gov.au/Infectious/alerts/Pages/coronavirus-faqs.aspx#8-1>



## ANNANDALE AFTER SCHOOL CENTRE

While a small number of cases of COVID-19 appear to have been contagious before symptoms developed, the virus is generally spread by those showing symptoms.

It may be the case that COVID-19 can be caught from infected surfaces. More information is documented below.

### **How long does a COVID-19 infection last?**

In the same way as other illnesses such as cold or flu can vary from person to person, the period that each person has symptoms of COVID-19 can differ. Symptoms may last anywhere from a few days to weeks depending on the preexisting health of the individual

## **OOSH COVID Safe Practices**

### **Diagnosis of COVID-19**

COVID-19 infection is diagnosed by testing (generally swab of the throat). If a person attending the childcare service is diagnosed with COVID-19, they need to self-isolate until cleared to return to the service by a medical practitioner.

Please refer to the 'Sick in care' and 'Sick at Work' sections below for more detail.

If any person who has attended the Service notifies a staff member that they have had a positive diagnosis of COVID-19, an appropriate person in Management or Control of the Service will contact:

- NSW Department of Education Early Childhood Education Directorate:  
1800 619 113
- ACECQA  
1800 619 113  
Or  
Via the National Quality Agenda IT System
- CCS Helpdesk (for Service Closures)  
1300 667 276
- National Coronavirus Helpline  
1800 020 080
- School Principal
- SafeWork NSW

Note: Annandale After School Centre Inc. is required to notify ACECQA within 24 hours of becoming aware of a serious incident.

AND

## ANNANDALE AFTER SCHOOL CENTRE

Within 7 days of becoming aware of a circumstance arising at the service that poses a risk to the health, safety or wellbeing of a child.

### **Health and Hygiene Practices**

This Plan recognises our service's existing Health and Hygiene policies and procedures.

In addition to existing practices, this service will follow the current advice from NSW Health as at 26/8/2020. This is included below, with OOSH Specific notes as dot points.

#### ***"1. Wash your hands***

*Clean your hands for at least 20 seconds with soap and water, or use an alcohol-based sanitiser with at least 60% alcohol."*

- Children will wash their hands on arrival to the centre and frequently through the course of the day.
- During term-time, hand washing will occur at 3pm as well as before consumption of food and after toileting.
- Hand Sanitiser will be kept in a place that is not accessible to children, and dispensed by Educators;
- Hand-Washing will be increased, with Educators reminding children to wash their hands regularly throughout each session;
- Hand sanitiser is available for adults/children and staff at the service.
- Encouraging hand washing for children at regular intervals throughout the session of care.

#### ***"2. Cough etiquette***

*Cover your sneeze or cough with your elbow or with a tissue (and dispose of it immediately). Avoid close contact with people who are ill. Avoid touching your eyes, nose and mouth."*

- Children will be reminded of cough etiquette practices by Educators at the beginning of each session or when appropriate;
- Resources such as posters will be used within the service to promote cough etiquette
- Children will also be reminded about using tissues, and disposing of them promptly and properly.

#### ***"3. Stay home if you are sick***

*If your child is unwell with a respiratory illness they should remain at home until symptoms clear up."*

## ANNANDALE AFTER SCHOOL CENTRE

- Educators will reflect on the Sick at Care or Work guidelines below when considering the appropriate response to illness (either of children or adults) in the childcare setting.

### **Disinfecting Objects and Surfaces**

According to the World Health Organization, it is not certain how long the virus that causes COVID-19 survives on surfaces, but it seems to behave like other coronaviruses. Studies suggest that coronaviruses (including preliminary information on the COVID-19 virus) may persist on surfaces for a few hours or up to several days. This may vary under different conditions (e.g., type of surface, temperature or humidity of the environment).<sup>3</sup>

This pandemic plan follows the directions of the WHO regarding the disinfection of surfaces to minimise risk of COVID-19.

Annandale After School Centre Inc. will regularly wipe objects and surfaces with a child-safe disinfectant as per our existing hygiene and cleanliness policies and procedures.

Surfaces will be cleaned:

- During set-up, before children enter the Service
- After each activity
- After a child has coughed or sneezed on a surface or object
- At any other interval staff feel is appropriate

Where an object cannot be wiped with a disinfecting agent (for example, cushions) the Service will determine an appropriate alternative cleaning method, or remove the object from the care environment if it poses significant risk (for example, a child with a temperature sneeze on the object).

### **Sick at Work or in Care Policy**

The following table covers specific scenarios regarding children and families in care at our service.

<b>Scenario</b>	<b>Snapshot</b>	<b>Course of Action</b>	<b>Leave (Permanent Staff Only)</b>
Employee is presenting symptoms of COVID-19	Employee should seek medical advice.	<ul style="list-style-type: none"><li>- Employee must contact the appropriate person in management</li><li>- Employee should be directed to speak to a Healthcare Professional</li></ul>	<ul style="list-style-type: none"><li>- If a person is a permanent staff member, personal/ carer's leave may be taken</li></ul>
Employee has a	Employee cannot	<ul style="list-style-type: none"><li>- An employee must notify the</li></ul>	<ul style="list-style-type: none"><li>- If a person is a</li></ul>

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confirmed case of COVID-19	come to work.	appropriate person in management that they are ill	permanent staff member, personal/ carer's leave may be taken
Employee has come into close contact with a person with confirmed COVID-19	Employee should test for Covid 19.	- Can return to work after a negative covid 19 test.	- Sick leave may not be taken unless an employee is ill. An employee may be entitled to take annual leave, or will otherwise need to take leave without pay. In some circumstances an employer may wish to allocate tasks to be completed 'from home'.
Employee has come into contact second-hand with a person who is not infected, but has come into direct contact with a confirmed case of COVID-19	Employee can continue working	- If an employee begins showing symptoms they should test for COVID-19.	- If an employee becomes sick, they are entitled to take sick leave
Child is presenting symptoms of COVID-19		-If a child or staff member becomes ill while they are at the service, they should be sent home as soon as possible. -While awaiting collection by their carer, ideally, the symptomatic child should be cared for in an area that is separate from other	

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		children.
Child has or had contact with someone with a confirmed case of COVID19	Family should test for Covid 19.	<ul style="list-style-type: none"><li>- Family must contact the appropriate person in management</li><li>- If the child is required to be tested for COVID-19, they must have a negative test before returning to the service.</li></ul>

### **Taking temperatures**

The current advice from the NSW Department of Health recommends that Services do not take the temperature of each child upon entry. However, if any symptoms of COVID19 (listed above) are displayed by a child or staff member, the Service will take and record temperatures. If it is determined that the temperature is elevated (above 37.5 degrees) then the family will be notified that the child is to be collected immediately.

### **Wearing Masks**

Annandale After School Centre Inc. will now follow the recommendations of the NSW Health Department/Department of Education regarding mask wearing for staff/parents and visitors.

### **Record Keeping**

Annandale After School Centre Inc. will continue to follow all record taking and storage requirements as per the National Quality Framework or other relevant legislation. The Service will maintain and store a copy of staff rosters, and sign in/out times for staff members.

Any visitors who enter the site will be required to sign in and out with the OOSH Service. A record of each visitor's name, phone number or email address will be kept in accordance with existing Record Keeping policies at the Service.

Records of each individual will be kept confidential unless requested for contract tracing purposes by a relevant government authority. More information is available at:

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<https://www.oaic.gov.au/privacy/privacy-for-organisations/small-business/>

We note that for the purposes of COVID Safe procedures that records are required to be kept for a minimum of 28 days.

### **Administrative Practices**

Annandale After School Centre Inc. will:

- take steps to wipe any shared electronic devices are with an appropriate disinfectant after use;
- communicate regularly at staff meetings or via other staff communication methods regarding Covid Safe guidelines;
- Display appropriate signage regarding COVID Safe practices.

# COVID-19 Attendance and Enrolment Policy

Annandale After School Centre believes that the following policy is designed to assist our Service in understanding our responsibilities under the current Early Childhood Education and Care Relief Package as announced on 2 April 2020. The measure was announced to respond to both the demand from 'essential workers' during the COVID19 pandemic, and the growing viability concerns for OOSH Services. This policy reflects the needs of OOSH Services to practically respond to, and function under, this new subsidy.

## **'Old System' CCSS**

The Child Care Subsidy System has been put on hold for now, with all permanent bookings under the CCS system will be 'paused', or put on hold, until the CCS System is reinstated.

These bookings can only be cancelled by a family as per our existing booking and cancellation policies.

## **Outstanding Fees**

This Service reserves the right to enforce existing policies regarding Outstanding Fees. Where a family has not paid fees up until Friday 3 April (the last business day under the CCS System) this Service reserves the right to refuse care up until any outstanding fees are paid.

## **Payments in Advance**

Families who have paid fees in advance and will now not be paying for care under the 'New System' or ECECRP may be credited or refunded based on the existing policies of This Service.

## **Holding Bookings**

Parents who wish to recommence their bookings after the COVID19 period, but have recently cancelled their bookings should re-enrol to hold their place. This Service will attempt to honour old bookings at the time the old system recommences, but does not guarantee a place for families who have not booked/re-booked. Bookings under the CCS system will be considered under the existing policies and practices of this Service. Families will not be charged for their bookings while the ECECRP is in place.

## **'New System' Early Childhood Education and Care Relief Package**

The new system, ECECRP, or 'Free Childcare' measure commenced on 6 April 2020. Parents will not be charged for care during the period that this measure remains enacted. All measures listed below will be in place only for the duration of the ECECRP. Upon recommencement of the CCS system, all policies and procedures will revert to those existing prior to the COVID-19 pandemic.

Bookings will be accepted on a 'needs' basis, as assessed by this Service in reference to the Priority of Access guidelines below. Concerns or disputes regarding bookings can be made under any existing Complaints Handling policies and procedures.

**Priority of access:**

Priority will be assessed on a case-by-case basis in reference to the following priority guidelines:

- Essential Workers\*
- Vulnerable children or families at risk of abuse or neglect
- Disadvantaged children or families
- Families with difficult or exceptional circumstances
- Families enrolled at the Service with previous bookings
- Single parent families who meet the activities test
- Families with two parents who meet the activities test
- Single parent families who do not meet the activities test
- Families with one parent who meets the activities test
- New Families

\*Essential frontline workers will include;

Health Professionals and Emergency Workers

Hospital Staff including Contractors

Educators, and workers in the Child Care Industry

Aged Care Worker

Those employed in Transport, Telecommunications, Energy or Water Government Employees

**Physical Distancing**

This Service reserves the right to cap booking numbers in order to reflect current physical distancing recommendations

**Proof of Employment**

This Service reserves the right to seek proof of employment prior to accepting an enrolment/booking.

**New Families**

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



## **Fees**

New Families may be required to make payments to the Service with enrolment, such as an enrolment fee, in order to secure their enrolment at our Service. This will be done in accordance with our existing Policies and Procedures. No rebate or subsidy will be available on this payment.

This Service will not charge fees for care under the ECECRP system.

## **Health and Safety Reasons**

This Services has a responsibility to ensure the health and safety of its employees and children in care. All elements of this policy will be enacted with health and safety as a priority. This Service reserves the right to make amendments to this policy at any time in order to meet health and safety obligations.

## **Vaccinations**

Families may be asked to provide evidence that all of their children's required vaccinations are up to date. Care can be provided for children who have not been vaccinated according to the NSW Health recommended immunisation schedule.

## **Family Obligations**

All families attending this Service are obliged to consider the health and safety of others present 3 at this Service. We request that families follow isolation guidelines and government advice, in order to minimise the risk of infection at our Service. If your child is exhibiting cold or flu-like symptoms, we ask that you seek guidance from a doctor before bringing your child into the care environment. If a member of your family has contracted, or been in close contact with someone who has contracted COVID19, your child will not be able to attend this Service for a minimum of 14 days or as otherwise cleared by a doctor.

# Daily Routines

## POLICY STATEMENT

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

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

## CONSIDERATIONS

*My Time, Out Place Framework for school age care*

*Belonging, Being and Becoming: The Early Years Learning Framework*

## PROCEDURE

- A daily routine will be discussed and organised by the staff in consultation with children and families.
- The routine will reflect the Centre's philosophy of care and the service goals.
- The routine will be structured around regular events of the day such as arrival, departure, transition to and from school, breakfast, afternoon tea and pack-up time.
- The routine will provide a mixture of structured and unstructured activities in both indoor and outdoor environments.
- The routine will take into consideration all children's needs in relation to their emotional, social, physical, creative and developmental areas.
- Developing each child's own creative leisure skills will also be a consideration when planning the daily routine.
- The routine will be adapted to meet the varying and changing needs of the children and seasonal conditions.
- The routine will be recorded and displayed where staff, children and parents can clearly see.
- The routine will be flexible to meet the needs of the children and allow for spontaneity and enjoyment in the Centre.

# Dealing with Complaints – Policy and Procedure

## POLICY STATEMENT

Annandale After School Centre believe that parents have an important role in the Centre and we value their comments. We aim to ensure that parents feel free to communicate any concerns they have in relation to the Centre, staff, management, programs or policies without fearing negative consequences. And that they are made fully aware of the procedures to do this. Our priority is to do everything possible to improve the quality of our service.

## BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for dealing with complaints. Our Dealing with complaints policy is child focused and means our children, educators, management, coordinators, other staff, families / carers, and the community can be confident that complaints and grievances are taken seriously and addressed effectively. The Guide to the National Quality Framework describes how an effective system for dealing with complaints confirms to children, educators, staff, families, and the community that complaints and grievances are taken seriously and investigated promptly, fairly, and thoroughly. Effective complaints management is an efficient way to consider and act on feedback from families and inform quality improvement (Element 7.1.2: Management systems). Complaints offer service leaders a valuable opportunity to improve the quality practices of their education and care. Each complaint can serve as a springboard for reflection on the service's processes, procedures and practices, allowing for meaningful change.

## CONSIDERATIONS

Community Services Complaints, Appeals and Monitoring Act, 1994  
National Quality Standard Quality Area 7.1  
Regulation 174A, 143B, 168, 169, 170, 171, 172, 173, 173A, 176  
Guide to the NQF  
Privacy Act 1988

## PRINCIPLES

- Children's safety, health and wellbeing is our key priority. In line with regulatory requirements, we notify the regulatory authority of any complaints alleging the occurrence of a serious incident or contravention of the Education and Care Services National Law.
- Our families are integral to our service. We welcome their input into all aspects of our service's operation, including any complaints they may have.
- We welcome complaints as an opportunity to enhance the quality of our education and care practices. We reflect on each complaint received, identifying any issues or areas of improvement for our service.
- Processes to respond to complaints and concerns are child focused.

## KEY TERMS

Term	Meaning	Source
ACECQA – Australian Children's Education and Care Quality Authority	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources, and services to support the sector to improve outcomes for children.	<a href="http://acecqa.gov.au">acecqa.gov.au</a>

Policy endorsed 2<sup>nd</sup> November 2024

Evaluation and review due 2<sup>nd</sup> May 2026

Complaint	Expression of dissatisfaction made to or about an organisation, related to its products, services, staff or the handling of a complaint, where a response or resolution is explicitly or implicitly expected or legally required.	Australian and New Zealand Standard Guidelines for complaint management in organisations – AS/ NZS 10002:2014
Complaints handling	Effective resolution of a problem before it becomes worse and providing a remedy.	Commonwealth Ombudsman – Better practice complaint handling guide
Investigation	A formal and systematic inquiry to establish facts about a complaint by collecting, documenting, examining and evaluating evidence. An investigation is not an end. Throughout an investigation, the investigator should keep an open mind about the possible outcomes of the investigation, such as education, compliance action, or a decision not to pursue the matter.	Guide to the NQF (Regulatory Authority Powers – Monitoring, compliance and enforcement)
Personal information	Information or an opinion about an identified individual, or an individual who is reasonably identifiable: a. whether the information or opinion is true or not; and b. whether the information or opinion is recorded in a material form or not.	Privacy Act 1988 (Cth)

## LINKS TO OTHER POLICIES

Refer to related policies and procedures:

- Incident, injury, trauma, and illness
- Providing a child safe environment
- Staffing
- Interactions with children
- Enrolment and orientation
- Governance and management

## PROCEDURES

We support parents' right to complain and will help them to make their complaints clear, and try to resolve them.

- A complaint can be informal or formal. It can be anything which a parent thinks are unfair or which makes them unhappy with the service.
- Every parent will be provided with clear written guidelines detailing the grievance procedure, in the parent handbook.
- The name and telephone number of the person to whom complaints are directed to, is displayed visibly when entering the service (r173) on the notice board above the sign in/out table.

### **How does the service receive and manage complaints, including complaints alleging that a child is exhibiting harmful sexual behaviour.**

The service encourages parents/carers to speak in person to the Nominated Supervisor regarding any complaints. The Nominated Supervisor will then arrange a time to discuss their concerns with them. The conversation will take place in a quiet place such as the office where there are no other staff members, children or parents/carers.

The service holds regular meetings with children throughout the year in which we speak to the children about what they need to do if they have a problem. The children are told they

can speak to any educator at anytime and they will spend the time listening carefully to the child. We also regularly speak to the children about “Keeping their bodies safe” and their “safe people” and what they should do if they ever are in a situation where they do not feel safe.

If a complaint is made about a child exhibiting harmful sexual behaviour the Nominated Supervisor will call arrange an emergency meeting with the child in questions family to discuss the situation with them. The service will provide the family with the relevant support services to help support the child. The service will also speak to the school and the school’s psychologist. It depends on the severity of the situation, if the case was severe the child would be suspended from the service. If the child remains at the service the educators will closely monitor the behaviour of the child.

## **How does the service communicate with complaints? Process/Stages/Timeframes**

If families have any grievances that they wish to voice, the following procedure will be followed:

### **Step one:**

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 in an informal setting. The Nominated Supervisor will take steps to provide a resolution if practical and will provide a recommendation to the Management Committee if appropriate.

The Nominated Supervisor will make a written record of the complaint with the time and date the complaint was made and any actions taken.

### **Step two:**

If the family member is not satisfied with the outcome of the discussion with the Nominated Supervisor, they will be referred to the Management Committee.

The Management Committee or a representative thereof will meet with the family to:

- Identify and clarify the family’s concern
- Understand the family’s attitude and needs
- Formulate and discuss possible solutions
- Decide on a course of action

The Management Committee will note any issues, action taken and outcomes following the meeting. The Management Committee will communicate with the Nominated Supervisor and educators as appropriate to ensure any actions are fulfilled.

The Nominated or Management Committee will inform the person making the complaint of what has been decided regarding the issue.

### **Step three:**

Families can contact the State Regulatory body if a complaint/grievance relating to the regulatory requirement has not been satisfactorily resolves. If a family has a grievance which is of a serious nature, the Approved Provider is required to report the grievance to the state regulatory body within 24 hours of the grievance being reported.

All complaints will be recorded and dated indicating the issue of concern and how it was resolved.

The Management Committee retains the right to engage an external third party to support with grievance handling at any time.

**How will the service use complaints to identify any issues or areas of improvement for your service?**

Annandale After School Centre will use any grievances and complaints to review our services practices and service.

- The parent’s complaint is to be recorded and dated indicating the issue of concern and how it was resolved.
- The Coordinator or Management will inform the parent 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 Management or Coordinator will write personally to the parent.
- If any complaint cannot be resolved internally to the parent’s satisfaction, external options will be offered such as an unbiased third party.
- All complaints that come about as a result of a serious incident or alleged serious incident occurring, will be notified to the Regulatory Authority within 24 hours as per regulations.

**STAFF ROLES AND RESPONSIBILITIES**

<p>Nominated supervisor</p>	<ul style="list-style-type: none"> <li>• Ensure that regulatory obligations are met in relation to dealing with complaints</li> <li>• Implement procedures for dealing with complaints</li> <li>• Inform families and the broader service community of the Dealing with complaints policy and procedures</li> <li>• Discuss the complaint with the complainant</li> <li>• Ensure the approved provider is aware of the complaint, if it is a notifiable complaint, or if a complaint cannot be resolved</li> <li>• Ensure the complaint is documented</li> <li>• Work co-operatively with the approved provider, educators, staff and/or the complainant during the investigation or resolution of a complaint</li> <li>• Ensure educators, staff, volunteers and students are well informed about their child protection responsibilities and reporting and privacy obligations</li> <li>• Ensure educators, staff, volunteers and students are well informed about the different ways children express concerns or distress and disclose harm, as well as processes for responding to disclosures from children</li> <li>• Regularly review the policy and procedures to ensure serious incidents and complaints are investigated promptly, fairly and thoroughly</li> <li>• Ensure that complaints result in reviews of relevant policies, procedures and practices.</li> </ul>
<p>Educators</p>	<ul style="list-style-type: none"> <li>• Understand and implement the Dealing with complaints policy and procedures</li> <li>• Report all complaints received to the nominated supervisor and/or</li> </ul>

	<p>approved provider promptly so timeframes can be adhered to</p> <ul style="list-style-type: none"> <li>• Support the nominated supervisor and approved provider in the investigation and/or resolution of complaints</li> <li>• Understand and are aware of child protection law and their individual responsibilities</li> <li>• Are aware of the different ways children express concerns or distress and disclose harm, as well as the processes for responding to disclosures from children</li> <li>• Support children to know who to talk to if they are feeling unsafe and understand the complaint handling processes.</li> </ul>
Families	<ul style="list-style-type: none"> <li>• Be familiar with and follow the Dealing with complaints policy and procedures</li> <li>• Raise any issues or complaints in line with the policy and procedures</li> <li>• Cooperate with service representatives dealing with complaints.</li> </ul>

# Dealing with Medical Conditions

## Policy Statement

Annandale After School Centre will work closely with children, families and where relevant schools and other health professionals to manage medical conditions of children attending the service.

We will support children with medical conditions to participate fully in the day-to-day program in order to promote their sense of well-being, connectedness and belonging to the service according to our Philosophy (My Time, Our Place 1.2, 3., Belonging, Being and Becoming), 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 and Belonging, Being and Becoming). Medications will only be administered to children in accordance with the National Law and Regulations.

## Considerations

**National Quality Standards QA2 2.1, 2.1.2, 2.1.3, QA3-3.1.1, 3.2.1, QA6.1.1, 6.1.2, 6.1.3, QA7-7.1, 7.1.2, 7.1.3,**

Education & Care Service National Regulations 85, 86, 87, 89, 90-96, 136, 162(c & d), 168, 169, 168-173(2)(f),

National Law 167.

Family Handbook

Management of incident, Injury, Illness and Trauma policy

Administration of First Aid policy

Work Health and Safety Act 2011

Individual Medical Management Plans and corresponding resources.

My Time, Our Place and Belonging, Being and Becoming

Service Policy on Confidentiality

Disability Discrimination Act 1992

NSW Anti-discrimination Act 1977

## Procedures

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.

Please note that schools are not responsible for informing the service of children's medical conditions or pass on any medical documentation provided to them.

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

Specific or long-term medical conditions will require the completion of a Medical Action Plan developed in conjunction with the child's doctor and family. This will include Asthma, Anaphylaxis, Epilepsy, Diabetes, or any other illness or medical condition deemed serious by the service or family.

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

### **Content of the Risk Minimisation and Communication Plan will include:**

- Identification of any risks to the child or others by their attendance at the service.
- Identification of any practices or procedures that need adjustment at the service to minimise risk e.g., food preparation procedures.
- Process and timeline for orientation or training requirements of educators.



- Methods for communicating between the family and educators if there are any changes to the child's Risk Minimisation Plan.

The Action 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 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 Action Plan.

Where a child has asthma, allergies, anaphylaxis, diabetes, or epilepsy the family will be required to supply an action plan from their doctor explaining triggers, symptoms, and management of the medical condition for Educators to follow in the event of a medical episode.

**Action Plans must be signed by a doctor showing the date the action plan was completed along with the date that the Action Plan requires review. If there is no review date on the Action Plan it is a requirement that you provide the service with a new plan every two years or if there has been a change in the child's medical condition. If a current Action Plan is not supplied Annandale After School Centre may suspend the child's enrolment until a current action plan is received.**

Families are responsible for ensuring that all information regarding their children's illness, allergies or medical conditions is kept up to date. **If there is a change in a child's medical condition or a new Action Plan is provided, the service, in consultation with the family, will update the child's Risk minimisation and Communication Plan**

Parents will be required to supply any prescribed medications, including any medications listed in a child's action plan before the child starts to attend the centre. Parents will be informed when the expiration date of any medications is approaching.

Parents are required to replace expiring and/or expired medications, if medication is not supplied, Annandale After School Centre may suspend the child's enrolment until the medications are received.

Medications will be stored in a designated secure place, clearly labelled and kept out of reach of children at all times. **In the event of when a child is required to carry their own medication (Ventolin) the child's medication will be stored in their bag in their designated labelled locker.**

Where a child has an allergy, the service will endeavour to not have that allergen accessible in the service.

All medical conditions including food allergies will be displayed in the kitchen area out of the sight of general visitors and children. It is deemed the responsibility of every Educator at the service to regularly read and refer to the list.

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

Where a child has a life-threatening food allergy and the service provides food, the service will endeavour not to serve the particular food allergen in the service when the child is in attendance and families will be advised not to supply that allergen for their own children (i.e., No nut policy communicated to parents).

Where it is necessary for other children to consume the particular food allergen (e.g., milk or other dairy foods) the food for the child with the allergy will be prepared and stored separately and all children will wash their hands before and after eating.

Where medication for treatment of long-term conditions such as **Asthma** (for the detailed management of Asthma please refer to our Asthma Policy), **Diabetes** (for the detailed management of Diabetes please refer to Diabetes Policy), **Epilepsy, Anaphylaxis** (for detailed management of Anaphylaxis please refer to the Anaphylaxis Policy) **Epilepsy**, or **ADHD** is required, the service will require an individual Risk Minimisation Plan (Action Plan) from the child's medical practitioner or specialist detailing the medical condition of the child, correct dosage of any medication as prescribed and how the condition is to be managed in the service environment.

In the event of a child having permission to self-medicate this must be documented in detail in an individual child's medical record sheet, including recommended procedures for recording that the medication has been administered. In one-off circumstances, the service will not make an exception to this rule and will require the families to complete the procedure for the educators to administer the medication.

The service reserves the right to exclude a child if the service deems that the medical information that they have been provided is not up to date. The service may work with families to source information that the service feels is necessary to comply with laws and regulations and to provide a high standard of care to children.

In the event of a child not having their medication or expired medication. The service will provide the child with Ventolin/EpiPen from the services emergency First Aid Kit and follow the child's medical management plan. The children's parents will immediately be informed.

# Dealing with Infectious Diseases

## POLICY STATEMENT

*Annandale After School Centre* will provide a safe and hygienic environment that will promote the health and wellbeing of all 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 educators, 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 stay at the service.
- Hand washing will be practised by all educators and children upon entering the service, before preparing or eating food and after all dirty tasks such as toileting, cleaning up any items, wiping a nose, before and after administering first aid, playing outside or handling an animal. In addition, educators will wash their hands before leaving the service.
- The service will be cleaned daily and rosters maintained as evidence of the cleaning tasks being undertaken.
- All toilet facilities will have access to a basin or sink with running water, soap and drying facilities i.e.: paper towel, hand dryer for washing and drying hands.
- Women and girls will have access to proper feminine hygiene disposal.
- Soap and paper towel will also be available in the kitchen area.
- All toilets, hand basins and kitchen facilities used by the service will be cleaned and sanitised daily. General surfaces will be cleaned with detergent during the session if needed and at the end of each day and all contaminated surfaces will be disinfected.
- Toys will be washed, cleaned and disinfected on a regular basis with material items such as dress ups and cushion covers laundered as required but a minimum of quarterly.
- Educators will maintain and model appropriate hygiene practices and encourage the children to adopt effective hygiene practices. As part of children taking increasing responsibility for their own health and physical wellbeing, educators will 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, educators are to 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 of Infectious Diseases**

- Children and educators 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 via a notice, email or phone call 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 attended by children at service, parents of children not immunised will be required to stay at home for the duration of the outbreak for their own protection.
- 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, then an Incident, injury, Illness and Trauma form will be completed.
- All educators dealing with open sores, cuts and bodily fluids shall wear disposable gloves and practice universal precautions.
- Educators 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 educators 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 if available.
- Any exposure should be reported to the Coordinator/Nominated Supervisor and management to ensure proper follow up procedures occur.
- When assisting children with toileting and nappy changing, educators will ensure that they wear gloves and wash their hands afterwards. They will also encourage the child to wash their hands.
- Educators will consider the resources they are using when assisting school age children with toileting to ensure they are age appropriate and ensure privacy for the child and ease of use.
- 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 fully disinfect the area. Cloths used in cleaning will be wrapped in plastic bags and properly disposed of according to current infection control guidelines.
- Payment of fees will be required for children during an outbreak of a vaccine-preventable disease, unless other arrangements discussed and agreed to by management have been made.
- The Coordinator/Nominated Supervisor will follow the recommendations as outlined in the Health Department document.
- The decision to exclude or re-admit a child or educator will be the responsibility of the Coordinator/Nominated Supervisor and will be based on the child's symptoms, medical advice and Department of Health guidelines for children who have an infectious disease or who have been exposed to an infectious disease.
- The service has the right to refuse access if there are valid concerns about the child's health.
- 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. Reportable Diseases**

- The service will notify their local public health unit if any child or educator contracts a vaccine-preventable disease.

Under the NSW public health act 2010, the service must notify the following 9 vaccine preventable diseases to the local public health unit 1300 066 055

- Diphtheria
- Haemophilus influenzae type b (Hib)

- Measles
- Meningococcal C
- Mumps
- Pertussis (whooping cough)
- Poliomyelitis
- Rubella
- Tetanus.

Nominated supervisors will be encouraged to seek advice from their local PHU when they suspect an infection disease outbreak is affecting their centre, such as outbreak of gastrointestinal or respiratory illness.

The Public Health Unit may need to review the centre's immunisation register to determine which children are at risk from the outbreak.

Following assessment of the situation, the public health officer may instruct the director to exclude certain children for a period, or provide advice regarding preventive measures.

In case of pandemic or epidemic outbreak the Nominated Supervisor will follow the guidelines as laid out by the Public Health Unit and other regulatory bodies.

([www.health.nsw.gov.au](http://www.health.nsw.gov.au)) Phone: 02 93919000.

For general information and enquiry – NSW Government 1800 619 113.

#### CONSIDERATIONS:

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation/ Evidence
S167 R77, 85, 86, 87, 88, 106, 109	Standards 2.1 Elements 2.1.2	<ul style="list-style-type: none"> <li>• Enrolment and Orientation,</li> <li>• Providing a Child Safe Environment,</li> <li>• Incident, Injury, Illness and Trauma</li> <li>• Confidentiality Policies</li> </ul>	<ul style="list-style-type: none"> <li>• Disability Discrimination Act 1975</li> <li>• NSW Anti-discrimination Act 1977</li> <li>• Work Health and Safety Act 2011</li> <li>• Staying Healthy in Child Care (5th Edition)</li> <li>• NSW Dept. of Health guidelines</li> <li>• Parent Handbook</li> <li>• Staff Handbook</li> </ul>

Policy endorsed 2<sup>nd</sup> November 2024

Evaluation and review due 2<sup>nd</sup> May 2026

Policy endorsed 2<sup>nd</sup> November 2024

Evaluation and review due 2<sup>nd</sup> May 2026

# Death of a Child or Staff Member

## POLICY STATEMENT

Staff in the centre must be prepared to handle all incidents in a professional and sensitive manner. In the event of such tragic circumstance as the death of a child or staff member, the staff will follow guidelines as set out below.

## CONSIDERATIONS

### NSW Department of Community Services Guidelines

#### Procedure

- The death of a child or staff member whilst in attendance at the service will result in the same procedures as for “serious injury” (see Accidents Policy)
- The following agencies must be contacted:
  - An ambulance service.
  - The police.
  - The Department of Community Services (if a child is involved).
  - The Management Committee.
- The centre will notify the parent/guardian/sponsoring organization/manager/next of kin that a serious incident has happened and advise them to contact the relevant medical agency.
- This information should be provided in an extremely sensitive manner.
- It is not the role of the centre to inform the parent/guardian/next of kin that their child has died.
- A detailed report should be given as soon as possible.
- In the event of death occurring out of centre hours, a clear emergency procedure should be maintained for the other children at the centre.
- If a child is the deceased, the Co-Ordinator should make contact with the child’s school to liaise with them regarding the school’s response to the event.
- The Co-Ordinator should make contact with the Department of Community Services to seek advice on an appropriate response from the service. DET and DOCS should both be able to give recommendations on counseling services available.
- In general, procedures would involve liaison with a number of other agencies.
- In liaison with the school or other staff, all parents of the other children should be contacted and advised of the death of the child or staff member and provided with the option to collect their child from the centre and advise them, or allow staff to advise children whilst in attendance at the centre.
- It is recommended that children’s families are not advised until staff have formulated a plan of action and are in a position to answer all queries and put counselors in place, i.e., 24 hours – if the centre is closing to attend the funeral all families and schools need to be advised in writing beforehand.



- The responsible staff member should sit with children and calmly explain in simple terms that the person has died and the reason why they died.
- Time to express grief and to cry freely should be given and children should be encouraged to share the memories they have of the person.
- Counselling will be made available for all children and staff.

# Delivery and Collection of Children

## POLICY STATEMENT

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

## CONSIDERATIONS

National Quality Standards 2.2, 7.1

National Regulations 99, 158-161, 168, 176

## PROCEDURES

### (a) Delivery of Children:

- Children are not to be left at the service unattended at any time prior to the opening hours of the service.
- The attendance register must record the child's time of arrival and have a signature documented.
- Educators will be aware of each child's arrival at the service and exchange information with the person delivering the child such as who will be collecting the child.
- If a child requires medication to be administered whilst at the service, the person delivering the child must document this in writing as per the services Administration of Medication procedures.

### (b) Collection of Children:

- Children must be collected by the closing time of the centre.
- Any person who is collecting a child from the service must be listed as an authorised nominee on the child's enrolment form with their contact details. The collection list must be kept current and updated on a regular basis.
- The authorised nominee who is collecting a child must sign the attendance register and record the time of collection and their signature.
- Written authorisation must be given in the child's enrolment form if children have permission to leave the service themselves. In this case, the Responsible Person would sign the child out of the service.
- Educators will be aware of each child's departure from the service to ensure children are only collected by an authorised nominee listed on their collection list.
- Educators should be notified as soon as possible if the authorised nominee will be later than expected and the child will be informed to avoid unnecessary anxiety.
- If a person who is not on the collection list arrives to collect a child, written authorisation will be sought from an authorised nominee before the child is able to leave the service. The Responsible Person will also request identification from the person collecting the child.
- In the case of an emergency where a child's authorised nominees cannot collect the child and someone not on the collection list will be collecting the child, the

service must be notified by phone as soon as possible by an authorised nominee. Written authorisation should be gained where possible however verbal consent and an identification check will be sufficient in the case of an emergency.

**(c) Absent and Missing Children:**

- Families are required to notify educators as early as possible if children will be absent from the service. Educators will record the absences in an appropriate place where other educators will be aware of the information.
- Families will be informed of their notifying responsibilities upon enrolment and through the parent handbook.
- If a child only attends after school care the families must notify educators when a child has returned from an absence so they know to expect the child at the service.
- Should a child not arrive at the service or not be waiting in the designated area when expected, educators will:
  - Ask the other children of their knowledge of where the child might be.
  - Approach the school office and ask for information regarding the child's attendance at school.
  - If the child was absent from school, call the child's authorised nominees at a suitable time to remind them of their notifying responsibilities and find out when they should expect the child to return to the service.
  - If the child was present at school and the other children and school staff are unaware of their whereabouts, educators will ask the school staff for assistance in searching for the child in the school area. Ensure supervision is maintained for other children during this process.
  - If the child is still unable to be located, educators will return to the service and call the child's authorised nominees to gain further information. Continue to call the authorised nominees on the contact list until contact has been made. Maintain contact with the authorised nominees until the child has been located.
  - Continue to keep in contact with the school during this time.
  - Arrange for appropriate supervision of children at the service and send an educator back to the school area to continue looking for the child. Follow up on any leads regarding children going to a friend's home and check common places in the local area.
  - If the child remains missing, contact the police and keep the authorised nominees and school informed of the situation.
  - Educators will notify the Department of Education and Communities (DECS) within 24 hours of the incident occurring.

# Determining the Responsible Person

## POLICY STATEMENT:

*Annandale After School Centre Inc.* has a duty of care obligation under the National Law and Regulations to ensure that a Responsible Person is on the premises at all times to ensure the health, safety and well-being, learning and development of all children at the service. This is to ensure that all legislative requirements are met.

## PROCEDURES:

### Selecting a Responsible Person

- Service supervisor certificates will not be issued to a particular person. From 1 June 2014, regulatory authorities granted a *service supervisor certificate* for each approved education and care service.
- Instead they may apply to any person working at the service who has been identified by the approved provider within the service as: responsible for the day-to-day management of the service or exercising supervisory and leadership responsibilities for part of the service.
- This person can be an approved provider, a nominated supervisor or an Educator who is in charge of the daily running of the Centre.

### The Approved Provider will ensure:

- **The Responsible person must have completed accredited Child Protection training.**
- The Responsible person must accept the position in writing.
- The name of the Responsible Person must be displayed clearly at the Centre near the entrance to the Centre.
- The staff record has the name of the responsible person at the service for each time that children are being educated and cared for by the service.
- A record which includes the name of the responsible person at the service for each time that children are being educated and cared for by the service.
- Understand that a Certified Supervisor placed in day-to-day charge of the Service does not have the same responsibilities under the National Law as the Nominated Supervisor (i.e. Coordinator)
- Notify the Regulatory Authority within 7 days of any changes to their personal situation, including a change in mailing address, circumstances that affect their status as fit and proper, such as the suspension or cancellation of a Working with Children Check card or teacher registration, or if they are subject to disciplinary proceedings
- **The Responsible Person must be a Fit and Proper Person.**
- The Responsible Person has a minimum of 3 years working as an Educator in

an Education and Care service (Recommended but not compulsory)

**CONSIDERATIONS:**

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
R 150 R 168 R 173 R 177	QA 3.1.1  QA 5.1.1  QA 7.1 QA 7.1.3 QA 7.1.3	Staff Handbook <ul style="list-style-type: none"> <li>• Providing a Child Safe Environment Policy.</li> <li>• Interactions with Children Policy.</li> <li>• Governance and Management Policy</li> <li>• Confidentiality Policy.</li> <li>• OSHC Code of Professional Standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Australian Children’s Education &amp; Care Quality Authority (2014)</li> <li>• Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015</li> </ul>

# Diabetes Management Policy

## Policy Statement:

Annandale After School Centre is committed to providing a safe and healthy environment that is inclusive for all children, staff, visitors and family members that are diagnosed with diabetes. The aim of this policy and procedure is to minimise the risk of a diabetic medical emergency whilst at our Service, also ensuring that staff members are able to support the management of the illness. This policy applies to children, families, staff, management and visitors of the Service.

## National Quality Standard and Relevant Legislation:

Education and Care Services National Regulation	National Quality Standard	Other Service policies/documentation	Other
90 90(1) (iv) 91 92 93 94 95 96 168	2.1 2.1.2 2.2 2.2.1	<ul style="list-style-type: none"> <li>- Parent Handbook</li> <li>- Staff Handbook</li> <li>- Administration of first aid</li> <li>- Incident, illness, Accident &amp; Trauma</li> <li>- Medical Conditions</li> <li>- Supervision</li> </ul>	<ul style="list-style-type: none"> <li>- Guide to the National Quality Standard.</li> <li>- Australian Children’s Education &amp; Care Quality Authority.</li> <li>- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations</li> <li>- ECA Code of Ethics.</li> <li>- Staying Healthy in Child Care. 5<sup>th</sup> Edition</li> <li>- Care of Young Children With Diabetes in the Child Care Setting: A Position Statement of the American Diabetes Association <a href="http://main.diabetes.org/dorg/PDFs/Advocacy/Discrimination/ps-care-of-young-children-with-diabetes-in-child-care-setting.pdf">http://main.diabetes.org/dorg/PDFs/Advocacy/Discrimination/ps-care-of-young-children-with-diabetes-in-child-care-setting.pdf</a></li> <li>- As 1 Diabetes - <a href="http://as1diabetes.com.au/">http://as1diabetes.com.au/</a></li> </ul>

## Implementation

### **Coordinator/Nominated Supervisor Will Ensure:**

- Parents/guardians of an enrolled child who is diagnosed with diabetes are **provided with a copy of the Diabetes Management Policy** and the Medical Conditions.

- All staff members, including volunteers, are provided with a copy of the Diabetes Management policy along with the Medical Conditions Policy that is reviewed annually.
- A copy of this policy is provided and reviewed during each new staff member's induction process.
- All staff members have completed first aid training approved by the Education and Care Services National Regulations at least every 3 years and is recorded, with each staff members' certificate held on the Service's premises.
- When a child diagnosed with diabetes is enrolled, all staff attend regular training on the management of diabetes and, where appropriate, emergency management of diabetes.
- At least one staff member who has completed accredited training in emergency first aid is present in the Service at all times whenever children with diabetes are being cared for in the Service.
- 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.
- The family supplies all necessary glucose monitoring and management equipment.
- A Medical Conditions Risk Minimisation plan is completed for each child diagnosed, outlining procedures to minimise the risks involved. The plan will cover the child's known triggers and where relevant other common triggers which may lead to a Diabetic emergency.
- All staff members are trained to identify children displaying the symptoms of a diabetic emergency and location of the Diabetic Management Plan as well as the Emergency Management Plan.
- All staff, including casual and relief staff, are aware of children diagnosed with diabetes attending the Service, symptoms of low blood sugar levels, and the location of diabetes management plans and emergency management plans.
- Each child with type-1 diabetes has a current individual Diabetes Management Plan prepared by the individual child's diabetes medical specialist team, at or prior to enrolment.
- The child's Diabetes Management Plan is signed by a Registered Medical Practitioner and inserted into the enrolment record for each child. This will describe any prescribed medication for that child as well as the emergency management of the child's medical condition.
- Before the child's enrolment commences, the family will meet with the Service and Educators to begin the communication process for managing the child's medical condition in consultation with the registered medical practitioners instructions.
- A communication plan is developed for staff and parents/guardians encouraging ongoing communication between parents/guardians and staff regarding the management of the child's medical condition, the current status of the child's medical condition, this policy and its implementation within the Service prior to the child starting at the Service.
- Individual Diabetes Management and Emergency Medical Management Plans will be displayed in key locations throughout the Service.



- A staff member accompanying children outside the Service, including delivery to and collection from school, carries the appropriate monitoring equipment, any prescribed medication, a copy of the Diabetes Management and Emergency Medical Management Plan for children diagnosed with diabetes, attending excursions and other events.
- The programs delivered at the Service are inclusive of children diagnosed with diabetes and that children with diabetes can participate in all activities safely and to their full potential.
- All staff and volunteers at the Service are aware of the strategies to be implemented for the management of diabetes at the Service in conjunction with each child's Diabetes Management Plan.
- Updated information, resources and support is regularly given to families for managing childhood diabetes.
- That no child diagnosed with diabetes attends the Service without the appropriate monitoring equipment and any prescribed medications.
- Availability of meals, snacks and drinks that are appropriate for the child and are in accordance with the child's Diabetes Management plan at all times.
- **The medical management plan of each child will be reviewed with the parents when required by the child's medical practitioner.**

### **Educators Will:**

- Read and comply with this Diabetes Management Policy and the Medical Conditions Policy.
- Know which children are diagnosed with diabetes, and the location of their monitoring equipment, Diabetes Management and Emergency Plans and any prescribed medications.
- Ensure an appropriately trained staff member will perform finger-prick blood glucose or urinalysis monitoring and will take action by following the child's diabetes management plan if these are abnormal.
- Communicate with parents/guardians regarding the management of their child's medical condition.
- Ensure that children diagnosed with diabetes are not discriminated against in

any way and are able to participate fully in all programs and activities at the Service.

- Follow the strategies developed for the management of diabetes at the Service.
- Follow the Risk Minimisation Plan for each enrolled child diagnosed with diabetes.
- Ensure a copy of the child's Diabetes Management Plan is visible and known to staff in a Service.
- Take all personal Diabetes Management Plans, monitoring equipment, medication records, Emergency Management Plans and any prescribed medication when delivering or collecting the child from school, as well as on excursions and other events outside the Service.
- Recognise the symptoms of a diabetic emergency, and treat appropriately by following the Diabetes Management Plan and the Emergency Management Plan.
- Ensure a suitably trained and qualified Educator will administer prescribed medication if needed according to the Emergency Medication Management Plan in accordance with the Service's Administration of Medication Policy.

- Identify and where possible minimise possible triggers as outlined in the child's Diabetes Management Plan and Risk Minimisation Plan.
- Ensure that children with diabetes can participate in all activities safely and to their full potential.
- Increase supervision of a child diagnosed with diabetes on special occasions such as excursions, incursions, parties and family days.
- Regularly check and record the expiry date of the prescribed medication relating to the medical condition.
- Provide information to the service community about resources and support for managing childhood diabetes.
- Ensure there are glucose foods or sweetened drinks readily available to treat hypoglycemia at all times (low blood glucose), e.g. glucose tablets, glucose jellybeans, etc.

### **Families Will Ensure:**

- Details of the child's health problem, treatment, medications and allergies are provided including; their doctor's name, address and phone number, and a phone number for contact in case of an emergency.
- A Diabetes Care Plan and Emergency Medical Plan following enrolment and prior to the child starting at the Service which should include:
  - a) When, how and how often the child is to have finger-prick or urinalysis glucose or ketone monitoring
  - b) What meals and snacks are required including food content, amount and timing
  - c) What activities and exercise the child can or cannot do
  - d) Whether the child is able to go on excursions and what provisions are required.
  - e) What symptoms and signs to look for that might indicate hypoglycemia (low blood glucose) or hyperglycemia (high blood glucose)
  - f) What action to take including emergency contacts and what first aid to implement
  - g) An up to date photograph of the child
- Develop an individual Medical Conditions Risk Minimisation Plan in conjunction with Service staff.
- A copy of the child's Diabetes Management Plan and an Emergency Medication Management Plan developed and signed by a Registered Medical Practitioner for implementation within the Service.
- The appropriate monitoring equipment needed according to the Diabetes Management Plan.
- An adequate supply of emergency medication for the child at all times according to the Emergency Management Plan.
- Information and answering any questions regarding their child's medical condition.
- Any changes to their child's medical condition and provide a new Diabetes Management Plan in accordance with these changes.

- All relevant information and concerns to staff, for example, any matter relating to the health of the child.

## **Diabetic Emergency**

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

- a) Very low blood sugar (hypoglycemia, usually due to excessive insulin).
- b) Very high blood sugar (hyperglycemia, due to insufficient insulin).

The more common emergency is hypoglycemia. This can result from too much insulin or other medication, not having eaten enough of the correct food, unaccustomed exercise or a missed meal.

In a medical emergency involving a child with diabetes, the Service staff should immediately dial 000 for an ambulance and notify the family in accordance with the Regulation and Guidelines on Emergency Procedures, and administer first aid or emergency medical aid according to the child's Diabetes Management or Emergency Plan.

# DIGITAL DEVICE AND SOCIAL MEDIA USE

## **POLICY STATEMENT**

This policy relates to accessing and using social networking platforms, applications use and all digital devices including, but not limited to, gaming consoles, desktop computers, laptops, mobile devices and smart watches.

*Annandale After School Centre* will ensure that children, educators and families are not compromised on any form of social networking platform, related website, video, sound or image recording. Social media and associated technology are used to enhance our service and provide opportunities to the children to assist in their learning, development and entertainment.

Digital devices are used for children's learning and leisure and should not compromise the safety and wellbeing of any child or staff member present at the service.

## **PROCEDURE**

### **Digital Devices**

#### **Children:**

- Children will not be permitted to use their own devices in the service unless permission has been gained from staff prior and it is for a specific purpose.
- Devices are not to be used to take any video, pictures or sound recordings.
- Children will not be able to connect their device to a power supply whilst at the service.
- Children are responsible to take care of their devices and all devices must be clearly labelled for their identification
- Children are not to share their device with other children
- Devices are to be secured when not in use
- Devices are to be taken home at the end of the day and not left at the services premises
- Children are not to use messenger services or make phone calls without prior consent of an educator.

#### **Families:**

- Caregivers will talk to their children about the use of their digital devices and explain the consequences of misuse.
- Caregivers are responsible for insuring their child's device for loss, theft or damage.
- The service accepts no responsibility for the loss, damage or theft of any device brought into the service.
- Caregivers are responsible for ensuring all content on their child/rens devices are appropriate and compliant with regulations and copyright law

- If you need to contact your child, please contact the service directly and not the children device.
- If parents/carers have concerns about their child's use of digital technology while at the service they must raise their concerns with the Nominated Supervisor.

#### **Staff:**

- Personal devices are not to be used during face-to-face hours for social interactions and use is limited to actions approved by the supervisor.
- Staff are not to use their digital devices to take photos/pictures while at the service unless approval has been granted by a supervisor. If permission is granted, photos/videos are to be deleted after their intended use.
- Use of devices by students on placement or volunteers requires prior service approval.
- The services device will be used to take photos and approved images will be sent via email to the student or volunteer.
- The use of images of children at the service by students requires the approval of the relevant child's guardian. Images can only be used for assessment purposes and need to be deleted from email and devices after their intended use.
- Staff reserves the right to delete inappropriate content from children's devices including, but not limited to, images, text and links and staff will notify caregivers if this action is taken.
- Staff must not accept friend requests from children who attend the service and must not share information about their own social media accounts with the children.
- If a staff member has a concern regarding another staff member and their use of digital devices they must report this to the Nominated Supervisor or can lodge a report using the Mandatory Reporter's Guide.
- If a staff member has a concern about a child's use of digital technology when at the service they must report this to the Nominated Supervisor.

#### **Social Media**

##### **Children:**

- When a family has given permission for their child's image to be used by the service, the child shall have the final say as to whether they wish any particular image to be used. Children can also decide they do not wish any image to be used, even if permission has already been given by a parent. In all instances the child's permission shall be sought prior to the use of any image and they shall be informed it is perfectly reasonable to say 'No'
- Children will not use any social media, video/photo upload app or anything connected to the internet without staff consent.
- Children are encouraged to report any concerns regarding using digital devices to our educators.

## **Families:**

- Families will be requested to sign a social media and privacy agreement regarding to the use of their child's image (still or motion) by the service. If a parent has not signed an agreement the service will act as if they do not wish images of their child to be used by the service.
- When participating on the service's social media platforms, caregivers will not post spam, advertising or commercial content (without prior consent from the service management). Ensure that any content posted meets relevant copyright guidelines.
- Do not post anything that is abusive, profane or defamatory toward a person, entity, belief or symbol.
- The service reserves the right to delete any content that does not comply with service policy.
- Our social media platforms are not for grievances and complaints. Please use the services grievance procedure to lodge any complaints you may have.

## **Staff:**

- Only an authorised staff member or member of management can add or amend information on the service's social media sites without seeking prior approval. The authorised staff member or management person can also provide permission to other staff to add or amend information on the service's social media sites were necessary.
- Staff who can access their personal social networking site via their mobile phones are not to do so during their shifts at the service.
- Unless by prior approval from management/Nominated Supervisor, no information about what happens at the service should be posted on a social networking website, nor should any photos taken at the service or on an excursion be put on a social networking forum. If a staff member puts photos of a child or children enrolled at the service on a social networking website, families will immediately be contacted and the staff member asked to remove it immediately. If necessary, the social networking website will be contacted to delete the photos. The staff member will face an inquiry into their actions and possibly face termination of employment.
- We respect the right of staff to participate in public and political debate in their private lives. In doing so, staff must behave in a way that does not call into question their capacity to act apolitically and impartially in their work.
- Our social media platforms are not for grievances and complaints. Please use the services grievance procedure to lodge any complaints you may have.
- Staff should only interact with children and families on social media via the service's social media account, never from personal accounts.

## **Breaches of policy**

## **Children:**

- If children are found to be misusing their devices as per the policy, the device may be taken away by an educator for the remainder of the session/day and returned to the authorised nominee on collection of the child.
- If continued misuse occurs or a case of extremely inappropriate content being accessed, then behavioural management policy will be adhered to and suspension or termination of care could be considered depending on the severity and at the discretion of the nominated supervisor

**Staff:**

- Please be aware that social networking websites are not a private means of communication but can be accessed by the public, therefore, it is important not to share private information about service families or other staff on social networking websites. A staff member doing so will face an inquiry into the situation by management and any involved party and depending on the severity of the situation may face possible termination of employment.
- Should harassment of any kind take place on a social networking site, such as, but not limited to, sexual or verbal harassment, staff will face an inquiry into their actions and depending on the severity of the situation may face possible termination of employment.
- This policy also complies with state and national laws regarding social networking websites. Should a staff member break the law on a social networking website, such as, but not limited to, defamation, the service will contact the police and other relevant authorities.

**Families:**

- Should a family member related to the service harass a staff member via a social networking website, management will conduct an inquiry into their actions and depending on the severity of the situation face possible termination of their child's place at the service.

**CONSIDERATIONS:**

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation/ Evidence
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R 86, 87, 155, 181, 183, 184,	Standards 1.1, 2.2, 4.2, 5.1, 5.2, 6.2  Elements 1.1.2, 2.2.3, 4.2.1, 4.2.2, 5.1.2, 5.2.2, 6.2.3	<ul style="list-style-type: none"> <li>• Communication with Families,</li> <li>• Confidentiality,</li> <li>• Governance and Management,</li> <li>• Staffing Policies.</li> <li>• Grievance and complaints</li> <li>• Providing a child safe environment</li> </ul>	
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### Useful Links

<https://www.esafety.gov.au/kids>

<https://www.esafety.gov.au/educators>

<https://www.esafety.gov.au/parents>

<https://kidshelpline.com.au/>

<https://headspace.org.au/>

<https://www.parentline.org.au/>

# Diversity and Anti-Bias

## POLICY STATEMENT

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

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

## CONSIDERATIONS

Anti-Discrimination Act

National Quality Standards Quality Area 4.2

National Quality Standards Quality Area 5.2

## PROCEDURE

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

- Staff should be aware of and ensure that festivals and celebrations of many cultures are included in the program.
- The Centre aims to involve volunteers from diverse cultures and backgrounds to share their cultures, celebrations and skills with the children.
- Cultural awareness should be integrated throughout all activities in the program and reflect an attitude of respect and positive appreciation for the differences in our society.
- All activities in the Centre will be checked to ensure that negative and discriminating images of particular cultures or life-styles are avoided.
- Staff and volunteers will be made aware of the Centre's diversity and inclusion policy, outlining how interactions with children are to be respectful of diverse backgrounds, needs and abilities.
- The Centre's equipment, resources, activities and experiences will be set up to ensure the individual needs of all children are met.

# EMERGENCY AND EVACUATION POLICY

## Policy Statement

Annandale After School Centre will provide an environment that ensures the safety and wellbeing of the children at all times. All children and educators will be aware of, and practised in emergency and evacuation procedures. In the event of an emergency, natural disaster or threats of violence these procedures will be immediately implemented.

In implementing drills of emergency procedures with children, educators will encourage children to discuss possible scenarios where emergency procedures may be required and support children to come up with solutions and ideas for improving the procedures or discussing ways to avert emergency situations.

Emergency, in relation to an education and care service, means an incident, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of a person at the education and care service. Examples include; flood, fire or a situation that requires the education and care service premises to be locked down.

## Background

The Education and Care services National Regulations require approved providers to ensure that their services have policies and procedures in place for emergency and evacuation to minimise risk of harm to children.

## Legislative Requirements

Section 167 – Offence relating to protection of children from harm and hazards.

Regulations – 85, 86, 87, 89, 97, 98, 100, 168, 169, 170, 171, 172, 175, 176

NQS – 2.1, 2.2.

## Procedure

A risk assessment will be conducted by management and educators annually to review and refine emergency procedures and to assess potential emergencies relevant to the service in accordance with National Regulations.

Emergency and Evacuation procedures and floor plans will be clearly displayed in a prominent position near the main entrance, exit of each room of the service and also bathrooms.

All educators including relief staff will be informed of the procedures and their specific duties as part of their staff induction process.

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

Children and educators will practise the emergency procedures each term in accordance with the National Regulations.

Drills will be conducted for a full week each term to ensure that all children who attend on different days have been included in an evacuation and emergency drill.

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

Drills will also be conducted during Vacation care to ensure any new children are familiar with the procedures.

Families will be informed of the procedures and assembly points in the family handbook.

No child is to go to their bag to collect personal items during an emergency evacuation.

The service will ensure that fire blankets, fire extinguishers and smoke detectors are all checked for maintenance on an annual basis.

Fire extinguishers will be installed and maintained in accordance with the Australian standard and all educators will be shown the location of these items and how to use as part of their induction to the service.

Educators will only attempt to extinguish fires if the fire is small and there is no threat to their personal safety and all children have been evacuated from the room.

Educators should be aware of bush fire danger and if relevant have appropriate training on the necessary procedures. **SERVICES IN BUSH FIRE PRONE AREAS MUST HAVE A PLAN.** <https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/current-service-providers/emergency/plan>

Any serious incidents will be reported to the Regulatory Authority within 24 hours or as soon as possible.

The service must ensure that they have access to a working telephone at all times.

### **The evacuation plan will include:**

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

A plan of where the fire extinguishers are located in the service and displayed in a clear place for everyone to be able to see.

A safe assembly point away from access of emergency services.

An alternative assembly area in case the first option becomes unsafe.

A list of items to be collected.

A list of emergency numbers.

Educators' duties in the emergency.

### **EVACUATION - FIRE DRILL**

1	Make the announcement to evacuate (3 whistle blows), identifying where and how.
2	Collect children's attendance records and family contact numbers.
3	Collect emergency services numbers and mobile phones.
4	Collect the large red first aid kit, blue asthma kit, silver emergency suitcase and individual children's medication.
5	Collect the loud speaker
6	Check that the building is empty and that all doors and windows are closed as far as possible, to reduce the spread of a fire.
7	Supervise the children at the assembly area and take a roll call of children, educators and any volunteers or visitors.
8	When the emergency service arrives, the Responsible Person will inform the officer in charge of the nature and location of the emergency and if there is anyone missing.
9	Noone should re-enter the building until the officer in charge has said it is safe to do so.

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

If a person/s known or unknown to the service harasses or makes threats to children or educators at the service educators will:

1	Calmly and politely ask them to leave the service or the vicinity of the children.
2	Be firm and clear and remember your primary duty is to the children in your care.
3	If they refuse to leave, explain that it may be necessary to call the police to remove them
4	If they still do not leave, call the police.
5	If the Responsible Person 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 them to contact police.
6	Where possible, educators must endeavour to calmly move the children away from the person and this may be achieved quickly with the use of another code phrase that will encourage word of mouth transmission between children to move quickly from the area and initiate lockdown procedure without causing the alarm. (There is ice cream in the kitchen)
7	No educator should attempt to physically remove the unwelcome person, but try to remain calm and keep the person calm as far as possible and wait for the police.
8	Educators should be aware of any unfamiliar person on the premises and find out what they want as quickly as possible and try to contain them outside the service.

## LOCKDOWN

1	If a lockdown is required the educator will sound the alarm and ensure all children come inside to the aftercare building. (Hallway at the preschool building)
2	Staff will lock all doors and windows and close blinds. The staff will ensure that children are kept away from the doors and windows.
3	The responsible person will call the roll and instruct an educator to call the police if required.
4	The responsible person will inform families of the incident.
5	The service will remain in lockdown until advised otherwise.

## ROLES AND RESPONSIBILITIES

Roles	Responsibilities
Approved Provider (Parent Committee)	<ul style="list-style-type: none"> <li>• Ensure the Emergency and evacuation policy and procedures are in place</li> <li>• Take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the policy and procedures</li> <li>• Ensure copies of the policy and procedures are readily accessible to nominated supervisors, educators, staff and volunteers, and available for inspection</li> <li>• Notify families at least 14 days before changing the policy or procedures if the changes will: <ul style="list-style-type: none"> <li>»Affect the fees charged or the way they are collected</li> <li>»Significantly impact the service's education and care of children</li> <li>»Significantly impact the family's ability to utilise the service</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure a risk assessment has been undertaken to identify potential emergencies that are relevant to the service</li> <li>• Conduct a risk assessment of emergency evacuation routes and assembly points</li> <li>• Review the risk assessment at least once every 12 months and as soon as practicable after becoming aware of any circumstance that may affect the safe evacuation of children from a service.</li> <li>• Ensure that a copy of the emergency and evacuation floor plans and instructions are displayed in a prominent position near each exit of the service premises, including near each exit that forms part of an evacuation route</li> <li>• Ensure emergency equipment is tested within the timeframes recommended by recognised authorities</li> <li>• Ensure that designated emergency exits/routes are kept clear at all times to ensure that everyone can exit safely in the event of an evacuation</li> <li>• Document rehearsals of the emergency and evacuation procedures</li> <li>• Notify the regulatory authority of any serious incidents, change of circumstances and complaints</li> <li>• Centre-based service: ensure that the emergency and evacuation procedures are rehearsed every three months by the educators, staff, volunteers, visitors 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</li> </ul>
Nominated Supervisor	<ul style="list-style-type: none"> <li>• Participate in rehearsals of the emergency and evacuation procedures every three months</li> <li>• Keep a documented record of each rehearsal and reflections that occurred after</li> <li>• Collaborate with educators and staff to develop procedures to manage all risks associated with emergency and evacuation situations</li> <li>• Ensure the development of an emergency evacuation floor plan</li> <li>• Ensure educators and staff have ready access to an operating telephone or similar means of communication and that emergency telephone numbers are displayed near telephones</li> <li>• Ensure that designated emergency exits/routes are kept clear at all times to ensure that everyone can exit safely in the event of an evacuation</li> <li>• Ensure educators and staff have ready access to emergency equipment such as fire extinguishers and</li> </ul>



	<p>fire blankets, and that staff are adequately trained in their use</p> <ul style="list-style-type: none"> <li>• Ensure that emergency equipment is tested within the timeframes recommended by recognised authorities</li> <li>• Ensure that up-to-date portable emergency contact lists are held in each room within the service and that evacuation procedures state who will carry this list during evacuation</li> <li>• Ensure that emergency and evacuation risk assessments are carried out and reviewed regularly and any necessary updates provided to the approved provider</li> <li>• Ensure the emergency and evacuation instructions and floor plan are displayed in a prominent position near each exit of the service premises, including near exits that forms part of the evacuation route and that all staff and educators are aware of these</li> <li>• Ensure that all educators and staff are trained in the emergency and evacuation procedures and aware of their roles and responsibilities in an emergency or evacuation</li> <li>• Ensure that all educators and staff are aware of emergency evacuation points</li> <li>• Ensure that families are regularly reminded of the emergency procedures in place at the service</li> <li>• Ensure procedures consider collecting children's medication and managing children's medical conditions.</li> </ul>
Educators	<ul style="list-style-type: none"> <li>• Rehearsing emergency and evacuation procedures with everyone who is present at the service at least every three months and that the rehearsal is documented</li> <li>• Communicating with parents about emergency procedures.</li> </ul>
Families	<ul style="list-style-type: none"> <li>• Ensure they have the service's up-to-date contact details</li> <li>• Ensure they complete the attendance record on delivery and collection of their child</li> <li>• Provide emergency contact details on their child's enrolment form and ensure this is kept upto-date</li> <li>• Ensure they are aware of the service's Emergency and evacuation policy and procedures</li> <li>• Ask them to reinforce the service's emergency and evacuation procedures with their child</li> <li>• If present at the service at the time, ensure that they follow the directions of educators and staff in the event of an emergency or when rehearsing emergency and evacuation procedures.</li> </ul>

## **Links to Other policies**

Providing a child safe environment

Excursion Policy

Delivery and Collection of children

Administration of First Aid

Dealing with medical conditions

Incident, trauma and illness

# Emergency Procedures

## POLICY STATEMENT

We aim to provide an environment that provides for the safety and wellbeing of the children at all times. All children and staff will be aware of, and practiced in, emergency and evacuation procedures. In the event of an emergency, natural disaster or threats of violence these procedures will be immediately undertaken. Emergency, in relation to an education and care service means an incident, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of a person at the education and care service. Examples, Flood, Fire or A situation that requires the education and care service premises to be locked down.

## CONSIDERATIONS

Regulations 97, 168(2)(e)  
National Quality Standard 2.1, 2.2  
Occupational Health and Safety  
Australian Standards  
Network's 'Fire Safety Guidelines'

## PROCEDURE

- Emergency evacuation procedures will be clearly displayed near the main entrance and exit of each room used by the Centre.
- All staff, including relief staff, will be informed of the procedure and their specific duties identified in their orientation to the Centre. Staff will make arrangements as to duties undertaken in the absence of other staff.
- Children and staff will practice the emergency procedure at least once per term.
- Drills will be conducted more regularly when there are new children.
- No child or staff member is to go to their lockers or bags to collect personal items during an emergency evacuation. This would lead to confusion and delays.
- Fire extinguishers will be installed and maintained in accordance with Australian Standard 2444. Staff will be instructed in their operation.
- Staff will only attempt to extinguish fires if the fire is small, there is no threat to their personal safety and they feel confident to operate the extinguisher and all the children have been evacuated from the room.
- The Centre will install and maintain a fire blanket and smoke detectors.
- The NSW Fire Brigade Child Safety Unit should be contacted for advice and training on fire safety.
- A copy of NSW Health and Safety Compliance Guideline should be readily available and recommended procedures followed.
- The service must ensure that they have access to a working telephone or other similar means of communication at all times.
- The evacuation plan will include:
  - Routes of leaving the building suitable for all ages and abilities. These should be clearly mapped out.
  - Plan of where the fire extinguishers are located displayed in a public place.

- A safe assembly point away from access of emergency services.
- An alternative assembly area in case the first one becomes unsafe.
- List of items to be collected and by whom.
- List of current emergency numbers.
- Staff duties in the emergency.
- Staff members will be nominated to:
  - Make the announcement to evacuate, identifying where and how.
  - Collect children's attendance records and parents' contact numbers.
  - Collect emergency services numbers.
  - Make the phone call to 000 or other appropriate service, management and parents as required.
  - Collect the first aid kit.
  - Collect children's medications for asthma, anaphylaxis etc.
  - Check that the building and playground is empty and that all doors and windows are closed as far as possible, to reduce the spread of a fire.
  - Supervise the children at the assembly area, and take a roll call of children, staff and be aware of any visitors.
- When the emergency service arrives, the coordinator will inform the officer in charge of the nature and location of the emergency and if there is anyone missing.
- No one should re-enter the building until the officer in charge has said it is safe to do so.

# ENROLMENT AND ORIENTATION

## POLICY STATEMENT

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

- Enable educators/staff to meet and greet children and their families
- Provide essential operational information
- Form the foundation for a successful and caring partnership between home and the service.
- To help children develop a sense of belonging, feel accepted, develop attachments and trust those who care for them (“My Time, Our Place”, Outcome 1).
- To develop an understanding of themselves as significant and respected, and feel a sense of belonging. (“Belonging, Being and Becoming: The Early Years Learning Framework”

## CONSIDERATIONS

National Quality Standard Quality Areas 6.1, 7.2

National Regulations 157, 158, 159, 160, 161, 162, 168, 177, 183

Network *Record Keeping* Fact Sheet

Department of Education

A New Tax System (Family Assistance) Act 1999

Child Care Management System

## PROCEDURES

### (a) Eligibility

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

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

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

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

As well as the above, the service policy is that children must be enrolled in the Preschool or Primary school in order to be eligible to attend the service.

### (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 and centre staff.

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

### **(d) Enrolment**

#### **ENROLLING INTO THE SERVICE**

When a position is available the family will be contacted and an offer of care will be sent to the family.

#### **Before a child can attend care:**

1. An enrolment record must be completed for each child/ren.
2. The enrolment record must contain all details outlined in Regulations 160, 161 and 162 which includes but is not limited to personal, medical, and custodial details for each child, parent/guardian and emergency contacts along with any special requirements relating to that child.
3. All forms and documentation relating to the child's care for e.g., 'Risk Management Plans' must be completed.
4. Registration must be paid (Bond and Administration Fees).
5. The coordinator will go through the enrolment process with families prior to starting care to ensure all details are completed and understood. If an individual is having difficulties filling out the enrolment form an enrolment interview can be requested. If required, this can be organised in the families first language.

Enrolment details are to be updated annually and when there are changes to a family's circumstances. Families are advised that it is their responsibility to notify staff of any changes to current details on their enrolment form.

#### **CCS**

It is a requirement under Family Assistance Law for all children who attend child care to have an enrolment notice lodged with the Department regardless of their Child Care Subsidy eligibility status.

There are four steps to enrol a child into the Child Care Subsidy system

#### **1. The parent or guardian makes a claim for Child Care Subsidy with Centrelink**

Families need to create or access their Centrelink online account via [www.my.gov.au](http://www.my.gov.au) to lodge a Child Care Subsidy Claim for their child. Where possible parents or

guardians should start the claim process before enrolling their child into the service. Centrelink will check and confirm the eligibility of the individual and child for Child Care Subsidy.

## **2. The provider Annandale After School Centre and individual (family) agree on arrangement for care of a child**

The only type of arrangement that can enable families to receive Child Care Subsidy is called a 'Complying Written Arrangement'. A Complying Written Arrangement is an agreement to provide care in return for fees. An agreement of the sessions and fees that your child is booked into care must be signed by a parent/guardian and recorded, in either hardcopy (paper) or electronic form and kept by Annandale After School Centre.

## **3. The provider Annandale After School Centre submits an enrolment notice**

Once the provider Annandale After School Centre has arranged with an individual (family), a new enrolment notice is created with the Department

## **4. The individual (family) confirms the enrolment**

After the provider Annandale After School Centre submits an enrolment notice for a child, the individual (family) will be notified and asked to review and check the enrolment notice details. This will occur through their Centrelink online account (or Express Plus mobile app), accessed via myGov at [www.my.gov.au](http://www.my.gov.au). Where an individual cannot access myGov, they can confirm their enrolment over the phone with Centrelink, or by visiting a Centrelink office. Annandale After School Centre will be notified through our software when the enrolment has been confirmed.

### **Shared care / Separated families**

If a child's parents are separated, and either individual (or their new partners) are liable for part of the cost of the child's child care fees, each individual will need to enrol their child into the centre and make their own claim for Child Care Subsidy to Centrelink.

Each parent will;

- need to agree to their own 'Complying Written Arrangement' with Annandale After School Centre.
- be assessed separately for their entitlement to Child Care Subsidy, based on their income and activity levels, and
- be billed and invoiced individually for their share of care.

In all circumstances, including shared care arrangements, the allocation of 42 absences per financial year in which Child Care Subsidy can be paid relates to each child, not to each individual claimant.

Where families have separated after commencement of the Complying Written Arrangement, the parent who is the Child Care Subsidy claimant must notify Centrelink of this change in their circumstances.

Where the other parent who was not the Child Care Subsidy claimant wishes to receive Child Care Subsidy payments, they will be required to make their own claim, based on their individual income and activity levels.

If parents separate while care is being provided for their child under a single arrangement, they should advise Annandale After School Centre, (as well as

Centrelink) of the separation as soon as possible. Annandale After School Centre will create a new enrolment notice for the parent who was not previously the Child Care Subsidy claimant for the child, if that parent is taking on liability for the cost of some of the child care fees. Once parents have separated and have been separately assessed for Child Care Subsidy by Centrelink, entitlements will be calculated individually.

It is the responsibility of Annandale After School Centre to ensure that each child's attendances are submitted under the enrolment for the parent with whom they have an arrangement and who is liable for paying the fees for those sessions of care.

If parents do not inform Annandale After School Centre of their changed circumstances, then it is the parents' responsibility to resolve any disputes they may have regarding Child Care Subsidy payments and fees.

#### **(e) Attendance and enrolment records**

Accurate attendance records will be kept, which:

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

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 CCS will be followed in relation to all absences.

If a child who is enrolled with the service, but is not on the Roll for a particular day, arrives at the service, the Nominated Supervisor, or other relevant staff member will be contacted immediately to see if the child has been booked in for the day.

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

#### **(g) Cancellation of enrolment**

The family may terminate care/booking with notice of 2 weeks, if care/booking is no longer required, notice must be provided via email or written notification. CCS guidelines will be followed once an enrolment is cancelled.

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

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



**(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 of time specified in the Regulations (Regulations 158, 159, 160, 183).

**(i) Orientation**

Families who are enrolling their child for the first time will be advised of the Parent Handbook and the key policies for families prior to the child's first day at the service. If it is flagged that your child has a medical condition, then additional medical conditions policy will be provided to the family. (r91). Families should read this handbook so that their child is prepared for their first day at the service and to give them time to complete all relevant forms.

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

# Excursions

## POLICY STATEMENT:

Annandale After School Centre will plan excursions to extend the educational programming at the Centre. Excursions are designed to allow children to explore their physical and social environment, including their local community, away from the Centre's premises. Parental permission will be sought for all excursions and each excursion will be carefully planned and the potential risks assessed. When planning excursions, educators will take into consideration experiences that encourage children to investigate ideas, solve problems and use complex concepts and thinking, reasoning, and hypothesising and to transfer and adapt what they have learned from one context to another.

## CONSIDERATIONS:

National Quality Standard Quality Area 2.2

National Regulations 100 – 102; 168

My Time, Our Place

Belonging, Being and Becoming: The Early Years Learning Framework

Health and Safety Policies

Transport Policy

## PROCEDURES:

Planned excursions will take into account:

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

## RISK MANAGEMENT

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

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

- Verbal instructions to children on appropriate behaviour expected whilst on excursions.

A sample Excursion Risk Management Plan can be downloaded from the ACECQA website: <http://acecqa.gov.au>

## POLICIES

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

## PERMISSIONS

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

## SUPERVISION

- Adequate numbers of educators to effectively supervise the children must be rostered on for excursions. Numbers of educators must take into consideration the ages and developmental stage of the children attending the excursion and be based on a risk assessment of the excursion.
- Head counts must be conducted regularly throughout the duration of the excursion.
- Children will carry identification on excursions that clearly states the name of the service and the contact phone number.
- An educator must inspect all public toilets before children use them. An educator and at least one other child must accompany any child when using a public toilet.
- When walking the children, one educator must lead the group, another to follow at the back, and the remaining educators spaced along the group, walking on the road side of the footpath.
- When crossing a road, a pedestrian crossing must be used if possible. If there is no pedestrian crossing, the safest way to cross the road must be determined. One educator must step out onto the road, and if necessary, stop traffic from both directions. The remaining educators then lead children across the road.

## INFORMATION AND EQUIPMENT

Information and equipment to be taken on excursions will include:

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

## LOST CHILD

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

- Inform other educators in your group.
- Ask the children if they have seen the missing child recently.
- Reassure any child who may be upset.
- Search the premises.
- Check the meeting points.
- Ask the venue staff to begin a search and make an announcement over a loudspeaker if possible.
- Once initial checks have been undertaken and if the lost child has not been found, the Nominated Supervisor or another educator (Responsible Person) will call the Police and the parents.

## TRANSPORTING CHILDREN TO/FROM EXCURSION

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

## WATER SAFETY

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

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

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

## DEFINITION OF A BODY OF WATER

The service recognises the following locations are bodies of water:

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

# Facilities, Equipment & Providing a Child Safe Environment

## POLICY STATEMENT

Annandale After School Centre provides an environment that ensures the safety, health and wellbeing of children at all times. The welfare and protection of all children is of paramount importance. Educators will maintain the premises and equipment, adhere to procedures regarding safe practices and operate in line with legislative requirements relating to child protective practices and the Education and Care Services National Regulations and Law. Educators and management are aware of their legal responsibility as Mandatory Reporters to take action to protect and support children they suspect may be at significant risk of harm. Educators will ensure that children are adequately supervised at all times and that every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury or trauma (National Quality Standards 2.2.1 & 2.2.3).

## CONSIDERATIONS

Regulations 82, 84, 85, 86, 87, 89, 103, 105, 107, 108, 109, 110, 114, 115, 155, 170, 176, 168.

National Quality Standard Quality Areas 2, 3, 4, 5, 7

NSW Children and Young Person's (Care and Protection) Act 1998

Commission for Children and Young People Act 1998

Child Protection (Prohibited Employment) Act 1998

Ombudsman Act 1974 (with relevant Child Protection Amendments)

NSW Department of Community Services Mandatory Reporting Guidelines

NSW Child Protection Interagency Guidelines (2006)

Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13

Keep Them Safe – Information session/ overview participants manual 2009/ 2010

My Time, Our Place

Belonging, Being and Becoming: The Early Years Learning Framework

## 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, safe, and other relevant areas are locked. All heating and lighting are off and all doors properly secured.
  - Educators will inform the police and the committee as soon as possible if there has been a break in to the service of any kind.
  - Educators will remain at the service until the police arrive or inform them of what to do.
- Buildings, Equipment and Maintenance:
    - Equipment will be chosen to meet the children's developmental needs and interests. There will be sufficient access to furniture, materials and developmentally appropriate equipment suitable for the education and care for each child.
    - Service premises and all equipment and furniture will be maintained in a safe, clean condition and in good repair at all times.
    - Children will be provided with adequate, developmentally and age-appropriate toilet, washing and drying facilities. These will enable safe use and convenient access by children.
    - There must be no damaged plugs, sockets, power cords or extension cords.
    - All plug sockets shall be maintained as child safe.
    - Electrical appliances shall be in good working order.
    - Electrical circuit breakers will be installed and be maintained.
    - Provision will be made in the budget for regular maintenance and repair work and for deferred costs of major capital repairs.
    - Management will develop a list of fully licensed and insured trades persons, which is made available to educators. This list will be reviewed on an annual basis.
    - All contractors should have their own public liability insurance.
    - The service and equipment will be regularly checked to ensure that they are in a good and safe condition, comply with relevant Australian Standards and have appropriate soft-fall surfacing maintained.
    - Equipment will be regularly washed and cleaned.
    - Recycled craft materials should be checked for potential hazards.
    - Educators should ensure safe handling of all tools if used as part of any activity.
    - Families will be encouraged to notify educators of any safety issues they observe.
    - Anything that requires maintenance is to be reported to the Nominated Supervisor as soon as possible.
    - Faulty equipment should be removed or protection placed around any dangerous building sites.
    - A maintenance book will be kept that records any maintenance that needs to be addressed.
    - The maintenance book will record;
      - Type of problem
      - Date that it was observed
      - Who notified the Nominated Supervisor and when?

- What was done to rectify the problem?
    - Date repaired
    - Tradesperson employed to repair the problem
  - For urgent repairs the Nominated Supervisor will organise a contractor to attend to the problem. The contractor will be chosen from a list that has been previously approved by the committee.
  - Non-urgent repairs will be recorded in the maintenance book. The Nominated Supervisor will note this in their report and bring it to the attention of management at the next meeting. Management and the Nominated Supervisor will organise to rectify the problem.
  - For major repairs a minimum of three quotes will be sought and reviewed by management who will make a decision on a further course of action. The Nominated Supervisor or someone with management control may obtain the quotes.
  - Maintenance reviews should be done as part of the Nominated Supervisor's report at each meeting.
  - The Nominated Supervisor will also give a review of works completed by any tradesman employed, for future reference.
  - It is the responsibility of management, once a problem has been raised, to ensure that it is rectified in the most efficient manner and that the service is safe for educators and clientele.
  - Should the service be considered unsafe or as being a health risk, then the service will be closed, after notice has been given to all relevant parties, until the problem has been rectified.
  - The service will have an appropriate number of first aid kits that are suitable to the ages and needs of the children attending. The first aid kit will be well stocked and be easily recognised and accessible at all times.
- Storage:
    - A storage system should be devised that ensures easy access and uncluttered 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 centre.
    - Children will show respect for the equipment and be expected to pack equipment away that they have used to avoid trip hazards.
    - All equipment is to be neatly packed away at the end of each session.
    - Craft equipment will be stored in a separate area, children should ask permission before removing any craft equipment, such as paints and glues etc. which has not been set up by the staff.
    - All craft equipment is to be properly washed and cleaned before storage.
    - Where room permits, a separate storage area will be available for sporting and large outdoor equipment to prevent clutter.
    - All items such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, first aid equipment, and medications should be stored in the designated secured area which is inaccessible to the children. Educators are



responsible to ensure that these areas remain secure and that they do not inadvertently provide access to these items.

- Kitchen and other refuse areas will be provided with lidded facilities that are cleaned and emptied daily.
  - Educators and management will ensure that all family records are kept in a nominated secure place, ensuring that records are kept confidential and not left accessible to others during the course of the daily operations.
- Ventilation, temperature and natural light:
    - All heating and cooling systems will be of good quality and checked regularly to ensure safety and reliability.
    - All heating and cooling systems and power cords will be kept in a safe area and away from children.
    - Educators will take individual needs and specific activities into account when ensuring that heating, ventilation levels are comfortable.
    - Should educators, children or families complain about the temperature in the service not being at a comfortable level, this matter will be drawn to the attention of management and steps will be made to address the problem.
    - Adequate ventilation will be provided at all times. Windows will be properly maintained to ensure easy opening and protection from bugs and insects.
    - Where activities involve toxic materials such as paints and glues, staff are to ensure there is adequate ventilation before undertaking the activity.
    - Windows are to be opened during operation of the service unless closed to protect from extreme weather conditions.
    - Natural light is considered to be most desirable. Provision of natural light areas will be enhanced as much as possible.
    - In areas made available for children's homework or other fine detail, natural light will be made available where possible and good overhead lighting provided.
    - Adequate light will be maintained both indoors and outdoors. A security light will be placed at the entrance to the service that clearly provides unobstructed view of the door and surrounding areas.
    - Outdoor lighting will be suitable so that parents, 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 centre of the problem by:

- Initially using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-chemical products.
- Low irritant, environmentally friendly sprays to be used minimally and only with adequate ventilation and preferably not in the presence of the children.
- Other methods such as the employment of a pest control company if deemed necessary by management where the above methods have failed.
- If urgent, the Nominated Supervisor may obtain a contractor from management list to address the problem.
- If non urgent, the Nominated Supervisor will bring the problem to the attention of management in their report and management will decide on the appropriate course of action.
- All parents 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 drug, alcohol and smoke free.
  - The Nominated Supervisor will only enrol the number of children in the service, which can comfortably fit into the building space and in accordance with the National Regulations.
  - Where children are indoors for long periods due to weather conditions, special activities will be planned and other areas sought to disperse the group such as school halls and verandas.
  - Separate areas in the indoor environment will be provided for:
    - Signing children in/out of the centre.
    - Collection of fees, answering phones, and maintaining daily records.
    - Educators and parents to talk in confidence.
    - Children to store their bags and belongings.
    - Storage of equipment, food, dangerous materials, and family records.
    - Preparation of food and drinks.
    - Kitchen and other refuse.
    - Cleaning of equipment.
    - Male and female toilet, hand basins and hand drying facilities.
    - Creative and other activities.
    - Large and small group activities.
    - Display of children's activities and work.
    - Quiet space for children to retreat to, or do homework or lie down if unwell.
  - The indoor area is to be set up to allow children to participate in a variety of activities with easy access to equipment. Drawing paper and other materials will be made available to the children at all times.
  - Easy access to areas should be maintained by making clear easily definable passageways and walkways through the building.

- Staff will ensure that children properly store their bags and that bags and other items are not thrown into walkways or play areas.
  - All items obstructing areas are to be removed and placed in the correct storage areas.
  - Areas must be set up to ensure that proper supervision can be maintained at all times.
  - Access to the outdoor environment should be clear and easily accessible by the children and staff.
- Outdoor Environment:
    - The outdoor environment provides each child with at least 7 square metres of unencumbered outdoor space in compliance with National Regulation 108.
    - The outdoor environment will be smoke free and where possible, no smoking notices will be prominently displayed.
    - The outdoor space will be inspected daily for any obstacles or dangerous items and the hazard check will be recorded.
    - Any hazardous items will be disposed of in a safe and careful manner prior to the children playing in the area.
    - The outdoor space will be set up in a variety of ways to encourage participation.
    - Areas will be made available where children can play in large or small groups or by themselves.
    - Supervision should be properly maintained. Children are only to play in areas that are clearly visible to educators, and where child/educator ratios are maintained.
    - Clear boundaries shall be set and enforced.
    - When it is necessary to go outside the boundaries or line of supervision, an educator must accompany children.
    - Adequate shade via trees and coverings will be maintained.
    - As far as possible, activities will be set up in shaded areas.
    - Use of other outdoor venues will be considered where access to the area is safe, adequate supervision can be maintained, the area is considered of value to the children's physical development and personal comfort, and where adequate staff/educator ratios can be maintained.

**(c) Child Protective Practices**

- MANDATORY REPORTING:
  - A Mandatory Reporter is anybody who delivers services to children as part of their paid or professional work.
  - In OSHC services mandatory reporters are:
    - Educators that deliver services to children
    - Management, either paid or voluntary, whose duties include direct responsibility or direct supervision for the provision of these services.
  - Educators are mandated to report to Community Services if they have current concerns about the safety or welfare of a child relating to

section 23 of the NSW Children and Young Persons (Care and Protection) Act 1998

- Section 23 (1):
  - a-b) Child is at significant risk of harm – Neglect
  - a) Basic physical or psychological needs not being met or are at risk of not being met.
  - b) 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
  - Child is at significant risk of harm – Prenatal report
  
- Educators will undergo training in relation to child protection and reporting as part of the training budget.
- Reports should be treated with strict confidentiality in adherence to the service's Confidentiality Policy and Procedures.
- Any educator who forms a belief based on reasonable grounds that a child is at risk of harm should discuss their concerns with the 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) to determine whether the report meets the threshold for **significant** risk of harm (see point below for further information regarding the MRG).
- If directed by the MRG to report to Community Services, should report their concerns to the Child Protection Helpline:
  - Mandatory Reporters phone 132 111
- When reporting to the Child Protection Helpline, it is important to have as much information as possible available regarding the child/children involved and any specific incident details. This might include child's information, family information, reporter details and outcomes of the MRG.
- If the Nominated Supervisor has been advised to but has not reported to Community Services you are legally responsible to do so.
- Once a report is made to the Child Protection Helpline no further report needs to be made unless new information comes to hand.

- MANDATORY REPORTING GUIDE (MRG):

Policy endorsed 2<sup>nd</sup> November 2024

Evaluation and review 2<sup>nd</sup> May 2026

- 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/mrg>.
  - If still in doubt the Community Services Helpline will provide feedback about whether or not the report meets the new threshold for statutory intervention.
  - If new information presents concerning the child or young person run the MRG tool again.
  - Where concerns do not meet the significant harm threshold, the MRG tool may guide you to 'Document and continue the relationship'. This requires the service to continue to support, provide services, and coordinate assistance and referral for the child and their family.
  - Regardless of the outcome of using the MRG, the family and child will require support and referral where possible.
  - The report page from the MRG should be printed and placed in the child/family file for future reference regardless of whether or not further action is recommended.
- INFORMATION EXCHANGE:
    - In order to provide effective support and referral it may be necessary to exchange information with other prescribed bodies including government agencies or non-government organisations and services.
    - The NSW Children and Young Persons (Care and Protection) Act 1998 has been amended (2009) to include chapter 16A Information Exchange
    - Chapter 16A requires prescribed bodies to take reasonable steps to coordinate decision making and the delivery of services regarding children and young people
    - Under Chapter 16A NSW Children and Young Persons (Care and Protection) Act 1998, educators will exchange information that relates to a child or young person's safety, welfare or wellbeing, whether or not the child or young person is known to Community Services and whether or not the child or young person consents to the information exchange.
    - The information requested or provided **must** relate to the safety, welfare or wellbeing of the child. Information includes:
      - A child or young person's history or circumstances
      - A parent or other family member, significant or relevant relationship
      - The agency's work now and in the past

- Where information is provided in good faith and according to legal provisions, under section 29 & section 245G NSW Children and Young Persons (Care and Protection) Act 1998; reporters cannot be seen as breaching professional etiquette or ethics or as a breach of professional standards. There can be no liability for court action.
- WHERE A COMPLAINT IS MADE ABOUT AN EDUCATOR OR SOMEONE IN THE SERVICE:
  - Should an incident occur that involves a child being put at risk of harm from an educator, volunteer, trainee or person visiting the service, this is regarded as '**reportable conduct**' and necessitates such conduct being reported to the **Office of the Children's Guardian within 7 business day.**
  - Where the allegation is made to an educator or member of management the facts as stated will be recorded in writing, using an Incident Report template that includes dates, times, names of person/s involved, name of person making allegation and the person making the report. This report should be kept on record and treated as strictly confidential.
  - If the Nominated Supervisor or responsible person in charge is suspected then the service's management should be informed.
  - The relevant forms together with information and assistance are available on line at [www.kidsguardian.nsw.gov.au](http://www.kidsguardian.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 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 counseling 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.

# Family Participation

## POLICY STATEMENT

We value the role of families in the children's lives, and value the diversity of forms and cultures they are made up of. Families are encouraged to take part in activities at the Centre, and to share their knowledge and culture for the benefit of the children

## CONSIDERATIONS

National Quality Standard Quality Area 6.1

## PROCEDURE

- Upon enrolment families will be asked if they have any skills or knowledge they would like to share with the children
- Families will be encouraged to share information with the children about their culture, career or any other suitable area of interest
- In consultation with the co-coordinator, family members have the opportunity to deliver a talk, workshop or be involved in other ways that will be of benefit to the children
- Family members will be encouraged to be involved in programmed activities as part of significant days or special celebrations
- Family members with special knowledge, experience or insight of celebrations or special days will be encouraged to share information with staff and children as part of the program
- Apart from participation in the committee, families will have the opportunity to volunteer their time in other ways, such as helping with minor repairs or at sausage sizzles and other events



# FEES

## POLICY STATEMENT

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

## CONSIDERATIONS

Child Care Management System  
Confidentiality and maintenance of records  
National Quality Standard Quality Area 7  
National Regulation 168(n)  
National Regulation 172  
National Regulation 173

## PROCEDURES:

### (a) Bond

Upon being offered a place at the service, the family is required to pay \$50 as a security bond and two weeks in advance payment.

The bond secures a child's placement at the service, and is refundable at the termination of the child's place, provided that two weeks' notice in writing is given. The bond may be used to cover and/or settle your final account.

Where the Nominated Supervisor believes the bond may create hardship or unreasonable barrier to a family enrolling in the service, he/she may reduce or waive the bond.

### (b) Membership

The service is an Incorporated Association and as such, families enrolling their child in the service are bound by the rules of the Association for the period of the child's enrolment.

As a member of the Incorporated Association, one representative of the child's family is entitled to voting rights at any General Meeting held by the service and may be nominated (with consent) for a position on the Management Committee at the Annual General Meeting.

A non-refundable membership fee of \$15 per child is payable on an annual basis.

(c) Child Care Subsidy

Most Australian families are eligible to receive Child Care Subsidy. Families who are eligible for the Federal Government's Child Care Assistance 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 the Family Assistance Office. In addition, the government provides an additional 50% tax rebate to families for out-of-pocket child care expenses via the Child Care Rebate (CCR). CCR is paid weekly to the service.

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

(d) Bookings and cancellations

Each family is expected to make bookings in advance, for the care sessions required. Bookings will only be accepted when families have completed the service's Enrolment Form in full.

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

(e) 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 including Vacation Care.**

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

(f) Service closure

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

(g) Payment of Fees

Fees for permanent bookings must be paid once Invoiced, within the stated due date. Families will be provided with a statement of fees charged by the service will be provided to all families (Regulation 168).

Casual bookings must pay on the day of attendance.

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

#### (h) Debt recovery

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

Where a family owes any overdue fees to the service, the child's place may be suspended, until all outstanding monies are paid, or both parties agree to a payment plan. Fees not paid by the due date will be followed up as below:

1. An initial letter or email stating fees are overdue will be sent 7 days after the fees due date, giving 10 working days for payment. A late fee of 10% of the overdue amount will be added to the invoice.
2. If payment is not received, families will be invited, by telephone, to attend a meeting with the Nominated Supervisor and Treasurer within 7 days to discuss a payment plan
3. Failure to attend the meeting and continued non-payment for a period of 5 working days will result in a second and final letter or email notifying the family that unless payment is made within 5 working days, or a payment plan entered into, the child will be unable to attend the service.
4. If a signed payment plan is not adhered to, a follow-up process will commence at point 2.
5. 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.

#### (i) Late collection fee

The service operates till 6:00 pm during term time and school holidays. The Staff are unable to accept children in the service outside of these hours. Should children be present after the closing time, a late fee of \$1 per minute, per child will apply, with a minimum of \$10.

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

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

Families who are continually late collecting their children, without a valid reason, may jeopardise their child's place at the service. Should this be the case, the Nominated Supervisor will meet with the family to discuss this.

#### (j) Methods of Payment

Fees can be paid by:

- Direct Debit
- Cheque

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

(k) Confidentiality

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

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

(l) Increase of fees

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

(m) Acknowledgement of responsibility to pay fees

Families are required to read and sign the Enrolment Form to acknowledge that they agree to abide by the Centre's policies and are liable for the associated fees and charges.

# Food and Nutrition

## POLICY STATEMENT

We aim to provide nutritious and varied food of good quality in the Centre. Children will be encouraged to develop good eating habits through good examples and education. Parents will be encouraged to share family and multicultural values and ideas to enrich the variety and enjoyment of food by the children. High standards of hygiene will be maintained throughout all food preparation.

## CONSIDERATIONS

National Regulation 168(2)(a)

National Regulation 78(1)(a)

Public Health Act

NRG@OOSH (Network of Community Activities)

## PROCEDURE

- Food and drink will be provided for afternoon tea, with small nutritious snacks available as necessary.
- Fresh drinking water will be available at all times for the children and staff.
- Children will be encouraged to get the water themselves when required, using their own drinking bottles.
- All food provided at the Centre will be nutritious and varied.
- Where possible, local fresh produce will be used.
- A menu will be developed using the principles set out in the Australian Dietary Guidelines for Children and Adolescents.
- The menu will be displayed for families and children.
- Snack times are seen as a social event where children and staff can relax, talk about their day and experience a variety of foods. Staff will demonstrate good healthy and hygienic eating habits while with the children.
- Children should be seated while eating.
- Children and parents are encouraged to contribute to the menu ideas.
- Parents will be encouraged to share family and multicultural values, ideas and recipes.
- All family and multicultural practices will be acknowledged and addressed in the provision of food.
- All children's individual needs such as allergies etc. will be addressed (wherever practical) in the menus.
- Staff will keep a list of all children's allergies or food restrictions near the food preparation area to ensure all staff follow these.
- Education of healthy eating habits will be developed through ongoing example, specific activities, notices, posters and information sheets to parents.
- The denial of food will never be used as a punishment.

- Containers are to be cleaned and stored appropriately.
- Children's cooking activities will be encouraged to develop life skills. At all times safe and hygienic practices will be followed.
- Staff are encouraged to attend professional development on nutrition and food safety.
- To avoid potential problems with food allergies, food containing nut products are not served.
- The majority of food will be from the five food groups (grains, cereals, fruit and vegetables) with sweets and treats available only occasionally.

## **FOOD AND HYGIENE**

- All food will be prepared and stored in a hygienic manner.
- Where children are involved in food preparation, this should always be supervised and hygienic conditions will be maintained.
- Food will be stored in tightly sealed containers, away from any chemicals.
- Food requiring refrigeration will be stored in the refrigerator.
- Kitchen equipment is to be cleaned and stored appropriately.
- Staff and children wash hands thoroughly before preparing or serving food.
- Surfaces are cleaned before and after food preparation.
- All perishable foods are stored in the refrigerator.
- The Centre will regularly review and evaluate food handling and procedures.
- The Centre may arrange an external expert audits of food handling practices and make changes to practices as a result (if required).
- The outcome of such audits should be reported to the Management Committee and reported to parents to demonstrate the Centre's commitment to high standards of food handling and hygiene.
- The Centre prepares fresh food daily that is served to the children.
- Any food that has not been consumed is disposed of immediately in the school compost.
- The fridge and the pantry are checked weekly to make sure that any food that has expired is disposed of immediately any food that is nearing expiring will be rotated to the front to be used next.

# Safe Food Handling Practices Policy

## POLICY STATEMENT

Annandale After School Centre Inc aims to protect the safety and wellbeing of all of our Educators, children and families. Therefore, we aim to have adequate procedures in place to ensure the safe handling of food.

## CONSIDERATIONS

### National Quality Standards

2.1.2 - Health practices and procedures- Effective illness and injury management and hygiene practices are promoted and implemented.

### National Regulations

77 - Health, hygiene and safe practices

78 - Food and beverages

## PROCEDURES

### Personal Hygiene

- When entering the food preparation area staff must ensure that they wash their hands before commencing any food preparation.
- Staff must ensure that they are wearing clean clothing. When preparing food staff must ensure that they wear a clean apron. Aprons must not be worn outside of the food preparation area.
- Gloves must be worn when preparing food and must be changed and disposed of regularly, especially when changing work duties, taking breaks and when going to the toilet.
- Hair must not be able to contaminate food. Long hair must be tied back.
- Fingernails are to be kept short with no false nails.
- People with sores, cuts or abrasions must not handle food unless the affected area is covered with a waterproof adhesive dressing.
- All staff members should be knowingly free from infectious diseases or skin conditions, which may be transmitted through the handling of food products.

### Handling

- As soon as food supplies are received, they should be placed in the appropriate storage area (Fridge, Freezer, Dry Storage area)
- Packaging materials must be stored in a manner that prevents contamination by dust, vermin and chemicals. Opened boxes of packaging must be sealed and kept in an airtight container.

- All stock should be rotated to ensure the oldest stock is used first. Prior to use, any expiry dates are checked and if the product has expired then it must be disposed of.
- Where possible products should remain in their original packaging but should remain sealed in an air tight container.
- Raw food must be stored separately to other foods. Raw meat must be placed on the bottom shelf in the designated tray.
- Refrigerated products must be stored in the refrigerator and must be stored at 5oC or below.
- Frozen products should be stored at -18oC or below.
- When preparing food for children with allergies, separate chopping boards and knives should be used and food should be stored separately in a sealed labelled container.
- Staff must ensure that they use the colour coded chopping boards and knives accordingly. White for bread, Red for raw meat and Green for fruits and vegetables.

#### Waste Management

- Waste should be placed in a bin as soon as possible and not left on the side or the floor.
- Bin lids should remain closed when not in use.
- Waste should be taken out daily and taken to the bins in the learning garden. The bins need to be cleaned before placing a new bin liner inside.

#### Food Disposal

- Food items which are out of date, spoiled for any reason or being recalled must be disposed of immediately.

#### Equipment

- All equipment should only be used for its intended purpose and should be kept clean and maintained.
- Fridge and Freezer should be serviced and temperature taken daily.





# Food Safety Plan / Policy

## POLICY STATEMENT

Annandale After School Centre Inc aims to protect the safety and wellbeing of all of our Children, educators and families. Therefore, we aim to have adequate procedures in place to ensure the safe storage, preparation and handling of food.

## CONSIDERATIONS

### National Quality Standards

2.1.2 - Health practices and procedures- Effective illness and injury management and hygiene practices are promoted and implemented.

### National Regulations

77 - Health, hygiene and safe practices

78 - Food and beverages

## PROCEDURES

### Storage

- **Dry storage** (pantry) Store all food off the floor in the pantry cupboards. The storage area must be kept clean and tidy to stop pests and insects from spreading Bacteria. If a pest is sighted the Nominated Supervisor must be informed immediately and action must be taken.
- **Dry Storage** – Keep foods covered or sealed in clean containers to prevent foreign objects, pests and harmful bacteria entering the food.
- **Dry Storage** – Food must be stored away from chemicals to prevent contaminating food. Throw away any food that has been exposed to chemicals.
- **Rotate food stocks** (First in First Out) so that you are not left with old stock. Food with 'use by' dates have a limited shelf life. Throw away any old, damaged or unlabelled stock and food which is past its 'use by' date.
- **Cold storage** (fridge) Chilled food must be stored at below 5°C or below (such as milk, cream) Fridge temperature must be checked and recorded each morning and afternoon.
- **Frozen storage** – Frozen food must be stored so that they stay hard frozen at -15°C or below. Freezer temperature must be checked and recorded each morning and afternoon.

### Thawing

Frozen food such as raw meat should be thoroughly thawed before cooking. If food is still partially frozen, it will take longer to cook and may not cook properly. The outside of the food may look cooked but the centre may not be, allowing harmful bacteria to survive.

The recommended thawing method is to thaw in the fridge. Plan ahead to allow enough time to thaw food in the fridge at a safe temperature. Small portions of meat should thaw overnight but larger pieces such as a whole chicken may take longer (1-2 days) Thaw food on a tray or in a covered container on the bottom shelf of the fridge. This prevents harmful bacteria in juices from raw food dripping onto other foods and contaminating them.

Food should be used quickly after thawing. If thawed food is out of the fridge for more than 4 hours it needs to be disposed of.

Thaw foods once only. Do not return thawed foods back to the freezer.

## Preparation

- Have separate preparation areas for raw foods (raw meats, chicken, fish and eggs) and cooked/read to eat foods (lasagna, pizza. Sandwiches etc) This helps to prevent the spread of harmful bacteria. If raw food comes into contact with cooked/ready to eat foods then this must be disposed of.
- Thoroughly wash hands with warm running water and soap prior to food preparation and when hands become contaminated. Dry hands well with a paper towel and where possible minimize hand contact with ready to eat foods by wearing disposable gloves or utensils such as tongs.
- Thoroughly clean and sanitise chopping boards and knives between uses, and use colour coded chopping boards, knives and cloths to prevent cross contamination.
- Wash fruit and vegetables thoroughly in a sink with clean water before preparing and serving. Peel, trim or remove the outer parts as appropriate.
- After preparing fresh cut fruit and vegetables, serve immediately or cover and store in the fridge until serving. Any unused portions should be discarded/composted at the end of the day.

## Cooking

- Preheat equipment such as ovens and grills before cooking. Food may not be cooked right through to the centre if you use equipment before it is preheated.
- Cook whole cuts of meat (such as roast chicken, Roast beef) until juices run clear when a skewer is inserted into the middle.
- Turn foods during cooking to help it cook more evenly.
- Boil or simmer liquid dishes until they are bubbling rapidly and steaming.
- Hot food should reach a core temperature of 75°C or more during cooking.
- Use a probe thermometer to verify the core temperature of cooked dishes and record.

## Cooling

- Stand cooked food until it stops steaming (20-30 mins) using the methods below then refrigerate promptly.
- Cool liquid foods more rapidly by stirring occasionally to help release steam.

- A small pot can be rapidly cooled by placing it in a sink with just enough cold water to come half way up the side. Gentle stirring for 15-30 minutes and refilling the sink as required with cold water, will bring the temperature down for storage in the fridge.
- Keep food covered during cooling to protect it from contamination.
- Label containers with the name and date it was made.
- Leave space around food containers cooling in the fridge to allow cool air to flow freely around the food.
- Cooked food that has been cooled should be stored in a refrigerator for no longer than 48 hours.
- Food that is intended to be frozen should be rapidly cooled first and then placed in a freezer within 48 hours of cooling.
- Cooked food must be cooled according to the 2-hour/4-hour cooling rule. That is from 60°C to 21°C within 2 hours and then from 21°C to 5°C within a further 4 hours.

## Reheating

- Preheat equipment such as ovens and grills before reheating. Food may not be heated through to the centre if you use equipment before it is preheated.
- Stir or turn food during reheating to make sure it heats evenly.
- Do not add raw food, or mix in new batches of food, into already reheated food as this can spread harmful bacteria through the reheated food.
- Always use clean equipment and utensils to handle reheated food.
- Reheat only once. Do not return reheated food to the fridge/freezer. Throw away any leftover reheated food that has not been eaten. Reheating and cooling food more than once will increase the risk of bacteria growing as food spends a longer time in the temperature danger zone.
- Reheat food until it is hot all the way through. Food to be held hot must be rapidly reheated to a minimum of 60°C at the centre. For added safety, foods should be reheated to 75°C.
- Temperature should be taken with a probe thermometer which has been calibrated on a regular basis.

## Serving

- Serve hot, reheated and cold food as quickly as possible to minimize times in the temperature danger zone. Do not leave them at room temperature for long periods.
- Store cold dishes in the fridge until serving time.
- Serving utensils and equipment (including gloves) should be clean so they do not spread bacteria to food. If food becomes contaminated from dirty utensils or poor food handling practices, throw it away.
- Hot dishes should be served about 60°C and cold foods below 5°C.

## **Thermometer Calibration**

Thermometers must be accurate to  $\pm 1^{\circ}\text{C}$ . Temperature measuring devices should be calibrated every 6 months by a nominated person and results recorded. Thermometers should be calibrated using the ice or boiling point method.

## **Food allergies**

When preparing food for children it is important that information about the product is available and known as some children may be allergic to certain types of foods.

The service will exclude certain food allergens off the menu (nuts)

Photographs of the children who have severe allergies will be displayed so that all staff are familiar with the children and their allergies.

Staff will read all food labels and check all ingredients of any meals and snacks given to a child with a food allergy.

When preparing food for a child with a food allergy, wash hands thoroughly, and clean work surfaces and equipment thoroughly before you start. Use separate-coloured chopping boards and knives and store the food in a sealed labelled container.

Discourage children from swapping or sharing food at all meal and snack times.

Advise staff who are serving the food of children with the food allergens. Remind them to check the photograph sheet which shows which children have the specific food allergies.

## **Premises**

The kitchen must be designed, constructed and maintained in a way that minimizes the risk of any food being contaminated.

Any maintenance issues that are identified through routine daily checks must be reported and documented.

Extractor fans and filters must be checked regularly to make sure that they are working and free from grease and dirt.

## **Equipment**

Food handling equipment such as bench tops, chopping boards, knives, utensils, bowls, containers, pots, blenders and anything that is used to handle foods must be maintained in a way that minimises the risk of food becoming contaminated.

Food preparation equipment such as fridges, freezers, stoves and ovens must be kept clean and in a good working order.

Equipment must be only used for what it is intended and kept clean and in a good working order. Throw away any chipped, broken or cracked eating or drinking utensils and repair or replace any equipment which is damaged or has loose parts.

## **Cleaning and Sanitisation**

- Clear and clean work surfaces and equipment so that it is visibly clean.
- Wipe up spills as soon as they happen.
- Wash work surfaces thoroughly between tasks to prevent dirt and bacteria.

- Remove all solids and scraps from equipment, bench tops and floors, and place into the garbage bin.
- Wash equipment and utensils with hot water and detergent until clean, and rinse with clean water to remove any residues. Leave equipment to air dry or dry by hand using a tea towel. Discard the tea towel once it has been used.
- Use dishwashers on the hottest cycle with an appropriate detergent and clean regularly.
- Wipe and sanitise bench tops.
- Floors are swept and mopped clean with a detergent solution and allowed to air dry.
- Keep bins clean and stored properly so they do not attract pests or cause odours.
- Clean and sanitise aprons, tea towels and reuseable cloths.
- Keep toilet and handwashing facilities in a clean and sanitary condition.

## **Cleaning Chemicals**

Cleaning chemicals must be suitable for use with food, and the manufacturer's instructions must be followed. Ensure that all cleaning chemicals are kept out of reach in locked cupboard and stored away from food.

## **Paper Towels**

Use single use paper towels where possible, especially for drying hands and wiping up spills on the floor, and throw away after each task.

## **Dish Cloths**

Replace cloths daily. Colour coded cloths can also be used for different activities in the kitchen.

## **Personal Hygiene**

It is important for all staff that handle food to follow good personal hygiene practices so as not to compromise the safety and suitability of food.

### **Handwashing**

Food handlers should wash their hands before preparing or handling food and after using the toilet, coughing, sneezing, eating, drinking or using their mobile phone.

When washing their hands, food handlers should use soap and warm running water and thoroughly dry their hands using a paper towel.

### **Clothing**

Food handlers should wear clean outer clothing when preparing food.

An apron that can be easily cleaned should be worn over their clothes when preparing food.

Wearing gloves is not a requirement; however they are good for covering band aids and for handling messy foods. The use of gloves should not replace hand washing between activities. Gloves should be worn when handling and preparing ready to eat foods such as sushi and sandwiches.

### **Personal effects**

When preparing food, food handlers should not wear watches or loose jewelry especially on their hands and wrists.

Food handlers should keep fingernails short and clean and not wear artificial nails .

### **Illness**

Food handlers should not prepare food if they have diarrhoea, are vomiting or have other symptoms of illness. Staff members should advise the nominated supervisor if they have these symptoms.

### **Staff training**

All staff should be trained/inducted on the safe food handling of food prior to being able to serve food to children. Each staff member should be made aware of their food safety responsibilities. At least one staff member on duty should hold a Food Safety Supervisor certificate.

Records should be kept of all food safety training.





# Gender Equity

## POLICY STATEMENT

We aim to help the children develop their full potential regardless of their gender. All children will be treated in the same manner and provided with the same access to all materials and equipment.

## CONSIDERATIONS

National Quality Standard Quality Area 4.2

National Quality Standard Quality Area 5.1

## PROCEDURE

- Staff shall accept and value every parent and child regardless of gender or ability.
- Staff are to be aware of the way in which they treat individual children in regards to language, attitudes, assumption and expectation, and will treat all children in the same manner, regardless of gender.
- Staff are to be aware of the way in which they treat individual parents and each other in regards to language, attitudes, assumption and expectation, and will treat all people in the same manner regardless of gender or lifestyle.
- The program will present positive experiences for the children, which are not based on gender role stereotypes.
- All children will be encouraged to try a variety of activities regardless of gender.
- 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 gender.
- Staff will be actively involved in a variety of activities regardless of gender.
- Every effort will be made to employ both male and female staff, relief staff and volunteers.

# GOVERNANCE AND MANAGEMENT

## POLICY STATEMENT:

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

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

For the purpose of Regulations, the Management Committee is the Approved Provider.

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

The Management Committee as Approved Provider will ensure that copies of the current policies and procedures required under Regulation 168 is available for inspection at the service at all times (as per Regulation 171).

## CONSIDERATIONS:

National Regulations 103, 168(2)(l), 171, 172, 173, 177, 183 to 185  
National Quality Standard Quality Area 7

## RESPONSIBILITIES:

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

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

- Financial reporting – considering and approving annual financial statements and required reports to government;
- Organisational structure – setting and maintaining a framework of delegation and internal control
- Staff selection and monitoring – selecting, evaluating the performance of, rewarding and, if necessary, dismissing the staff. Delegate the functions of sub-committees, the Nominated Supervisor, and other staff.
- Risk management – reviewing and monitoring the effectiveness of risk management and compliance in the service; agreeing or ratifying all policies and decisions on matters which might create significant risk to the service, financial or otherwise
- Dispute management – dealing with and managing conflicts that may arise within the organisation, including conflicts arising between committee members, staff, members, or volunteers

The **Nominated Supervisor** is responsible for the day-to-day management of the service and to address key management and operational issues under the direction of, and the policies laid down by the Approved Provider, including:

- Developing and implementing organisational strategies and making recommendations to the Approved Provider on significant strategic initiatives;
- Making recommendations for the appointment of staff, determining terms of appointment, evaluating performance, and developing and maintaining succession plans for staff;
- Having input into the annual budget and managing day-to-day operations within the budget;
- Maintaining an effective risk management framework;
- Keeping the Approved Provider and Regulators informed about any developments that may impact on the organisation's performance

## PROCEDURES:

This policy will encompass the following:

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

### (a) **Philosophy and policies**

- The development and review of the Philosophy and policies will be an ongoing process.
- The philosophy and associated statement of purpose will underpin all other documentation and the practices of the service and will reflect the principles of the approved National Framework for School aged Care “My Time, Our Place”

and the “Belonging, Being and Becoming: The Early Years Learning Framework”. There will be a collaborative and consultative process to support the development of the philosophy that will include children, parents and Educators. The statement of Philosophy will be included in the Quality Improvement Plan for the service. The statement of purpose will define how the statement of philosophy will be implemented in the service.

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

#### **(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 OSHC service are maintained at all times.
- In the event of the relocation of the site the Management Committee will ensure that the requirements of the regulations are considered if and when site re-arrangements are proposed.
- Work, Health and Safety implications will be considered by the Management committee in relation to educators locking up and leaving the service at the end of the day and risk assessments of the practices will be undertaken.

#### **(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/staff.

- The development of a Quality Improvement Plan (QIP) will form part of the review process. Reflection on what works well and what aspects of the service need further development will be included in the QIP and discussed at meetings of the Management Committee.

#### **(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 time line for storage of records.
- The service's orientation and induction processes will include the provision of relevant information to staff, children and families.
- Clear guidelines on who will have access to which particular records will be given to committee members, educators and families. These will be available at all times at the service.
- The Approved Provider will need to ensure that the record retention process meets the requirements of the following government departments:
  - Australian Tax Office (ATO)
  - Family Assistance Office (FAO)
  - Department for Education, Employment and Workplace Relations (DEEWR)
- In the event of ceasing to operate, the service Management Committee will identify where the records will be kept and seek professional advice on the winding up of the service
- A list of nominated contacts for Child Care Management System, Australian Taxation office and Superannuation funds, as well as any other accounts, will be maintained and available to all members of the Management Committee. These contacts will be reviewed annually and updated as contacts change to ensure 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

# Hazardous Materials

## POLICY STATEMENT

We aim to provide an environment that is safe with no risk to the health and wellbeing of the children, staff or parents. We will ensure that all activities undertaken while the service is in operation will not be potentially hazardous and that all hazardous materials will be stored appropriately.

## CONSIDERATIONS

National Standards Section 2.9.5 (Building cleanliness, maintenance and repairs)

Work, Health and Safety Act

National Quality Standard Quality Area 2.1

## PROCEDURE

- Hazardous machinery, chemicals and activities which are likely to cause potential danger to children, staff or others in the Centre will not be used or undertaken while the service is in operation.
- Should any pests or vermin be identified then action should be taken to rid the Centre of the problem by initially using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-chemical products.
- Low irritant, environmentally friendly sprays to be used minimally and only with adequate ventilation, and preferably not in the presence of the children.
- Aerosol cans such as spray paints etc. used for specific activities will only be used outside in a well-ventilated area.
- All staff will be made aware on initial orientation in the Centre, of any potentially dangerous products, which may pose a danger to the children and where these are stored.
- All relief staff will also be made aware of the products and where they are stored.
- All potentially dangerous products such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, first aid equipment, and medications will be stored in the appropriate containers, clearly labeled and stored in the designated secured area which is inaccessible to the children.
- Safety Data Sheets (SDS) will be accessible for all cleaning and hazardous chemicals stored on the premises
- SDS should be obtained whenever a new cleaning and hazardous product is purchased by contacting the manufacturer (or agent) or accessing the website of the manufacturer and downloading the SDS
- Staff are responsible to ensure that these areas remain secure and not to inadvertently provide access to these items by the children.
- Cleaning and hazardous products should not be stored close to foodstuffs or where storage of these food products might contaminate foodstuffs.
- Staff should always read the label before use of any cleaning material, sprays or chemicals and be aware of appropriate first aid measures.
- Education about dangerous products and their storage can be used to enhance both children's and parents' awareness of the topic. Activities, posters or newsletters can be undertaken to highlight the issue.

# HIV/AIDS/Hepatitis B and C

## POLICY STATEMENT

We respect the right for all children to be loved and cared for and aim to provide a safe and secure environment for all children in the Centre. We will not discriminate against any child or family's right to achieve that care as outlined in the law. We believe that HIV/AIDS and Hepatitis B and C are best dealt with by preventative measures and will ensure that clear guidelines are given to eliminate the risk of spreading the diseases and ensure the safety of all staff and children. Proper confidentiality will also apply.

## CONSIDERATIONS

National Quality Standards Quality Area 2.1

Disability Discrimination Act 1992

Equal Opportunity Act 2010

Work, Health and Safety Act 2012

## PROCEDURE

- Under the Disability Discrimination Act and the Equal Opportunity Act, no discrimination will take place based on a child's/parent's/staff member's HIV status.
- Discrimination in regard to access to the Centre is unlawful. A child with HIV or Hepatitis B or C has the right to obtain a position in the Centre should a position become available and a staff member the right to equal opportunity of employment.
- A child with AIDS shall be treated as any other child, as HIV is not transmitted through casual contact. The child shall have the same level of physical contact with staff as other children in the Centre.
- Where staff are informed of a child, parent or other staff member who has HIV/AIDS or Hep B or C, this information will remain confidential at all times. A breach of this confidentiality will be considered a breach of discipline.
- Staff will ensure that no discussion is made other than ensuring proper care of all children is maintained.
- No conversation is to be undertaken in hearing of any unauthorised adults, or around the children.
- Proper safe and hygienic practices will be followed at all times. (See Hygiene policy for details.)
- No one will ever be denied the right to first aid.
- All children and adults at the Centre will be considered as infectious, and these procedures are to be consistently applied across the Centre.
- All staff dealing with open sores, cuts and bodily fluids with any child or adult shall wear disposable gloves.
- Staff with cuts, open wounds or skin disease such as dermatitis should cover their wounds and wear disposable gloves.
- Disposable gloves will be properly and safely discarded and staff are to wash their hands after doing so.
- If a child has an open wound, it will be covered with a waterproof dressing and securely attached.

- If bodily fluids or blood gets on the skin but there is no cut or puncture, wash away with hot soapy water.
- In the event of exposure through cuts or chapped skin, promptly wash away the fluid, encourage bleeding and wash in cold or tepid soapy water.
- In the event of exposure to the mouth, promptly spit it out and rinse mouth with water several times.
- In the event of exposure to the eyes, promptly rinse gently with cold or tepid tap water or saline solution.
- In the event of having to perform CPR, disposable sterile mouth masks are to be used, or if unavailable a piece of cloth. The staff person in charge of the first aid kit will ensure that a mask is available at all times.
- Any exposure should be reported to the Coordinator and Management to ensure proper follow up procedures occur.

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

- Any soiled clothing shall be handled using disposable gloves, soaked in disinfectant or hot soapy water. Clothing will be placed and sealed in a plastic bag for the parents to take home.
- Any blood or bodily fluid spills will be cleaned up immediately, using gloves and the area fully disinfected.
- Cloths used in cleaning will be wrapped in plastic bags and properly disposed of.
- Staff and parents will be encouraged to participate in AIDS and Hepatitis education.
- Education can take the form of staff training, educational seminars, brochures, etc.



# Hours of Operation

## POLICY STATEMENT

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

## CONSIDERATIONS

OOSH License Agreement

National Quality Standard Quality Area 6.1

## PROCEDURE

- The Centre will operate during government school terms Monday to Friday, between the hours of:
  - 7.30am to 9.00am, before school, and
  - 3.00pm to 6.00pm, after school, or as agreed by the management committee.
  
- The Centre will operate during government school holidays Monday to Friday, between the hours of:
  - 7:30am to 6.00pm, The Centre will also open from 7:30am to 6.00pm on designated government school pupil free days, DET strike days (half or full day) or as agreed by the management committee.
  
- The Centre will be closed on designated public holidays and weekends. All parents will be notified of days of closure.
- Hours of operation will be provided to parents in our information booklet on the child's initial enrolment.
- No children will be left unattended at the Centre outside these hours.
- Detailed dropping off and collection and late collection policies have been developed.

# Hygiene

## POLICY STATEMENT

We aim to provide a healthy and hygienic environment that will promote the health of the children, staff and parents. All people in the Centre will follow preventative measures in infection control. Staff will ensure that they maintain and model appropriate hygiene practices.

## CONSIDERATIONS

National Regulation 106

National Regulation 109

National Quality Standard 2.1.3

## PROCEDURE

- All toilet facilities will have access to a basin or sink with running water.
- All toilet facilities will have soap for washing hands.
- Women and girls will have access to proper feminine hygiene disposal.
- Soap and paper towel will also be available in the kitchen area.
- One staff member will be responsible for monitoring the availability of soap and paper towel to ensure they do not run out.
- Toilets, hand basins and kitchen facilities will be cleaned and disinfected daily.
- Hand washing should be practiced by staff and children on arrival, before preparing or eating food and after all dirty tasks such as toileting, cleaning up any items, wiping a nose, before and after administering first aid, playing outside or handling an animal.
- Staff should maintain and model appropriate behaviour and encourage the children to adopt hygiene practices.
- Staff and children to practice respiratory hygiene (i.e., cough into elbow, sneeze into tissue and discard etc.)
- Education in proper practices should be conducted on a regular basis, either individually or as a group. Health and hygiene practices can be highlighted to parents, and also through information sheets or posters.
- All staff must wear disposable gloves when in contact with blood, open sores or other bodily substance, clothes contaminated with bodily fluids or cleaning up a contaminated area. Staff must wash hands with soap and water after removing the gloves.
- Staff with cuts, open wounds or skin disease such as dermatitis should cover their wounds and wear disposable gloves. Used gloves should be disposed of safely.
- All surfaces will be cleaned with detergent after each activity and at the end of the day.
- All floors and surfaces including the bathroom must be visibly clean.
- All contaminated surfaces will be disinfected.

- All toys should be washed, cleaned and disinfected on a regular basis.
- All material items such as towels, dress ups and cushion covers will be laundered regularly.
- Any soiled Children's clothing will be sealed inside plastic bags and sent home with the child for washing.
- Children will be reminded not to share food, drinks, utensils or use items that have been dropped on the floor.
- All cups, plates and utensils will be washed in hot, soapy water/dishwasher.
- All rubbish or leftover food is to be disposed of immediately.
- Lids must remain on the bins at all times and bins should be emptied daily.
- Bins will be wiped down with disinfectant daily.

# Illness and Infectious Diseases

## POLICY STATEMENT

We aim to provide a safe and hygienic environment that will promote the health of the children. As the care needs of a sick child cannot be met without dramatically reducing the general level of supervision of the other children, or risking other children's health, parents will be asked not to bring sick children to the Centre and to collect children who are unwell.

All care and consideration will be given to the child who becomes ill while at the Centre. Children with infectious diseases will be excluded from the Centre for the period recommended by the Department of Health.

**The Centre will follow the directions of the Department of Health**

## CONSIDERATIONS

National Regulation 12 "Meaning of *serious incident*"

National Regulation 88 "Infectious diseases"

National Regulation 168(2)(c)

National Quality Standard Quality Area 2.1

Department of Health guidelines

Department of Education guidelines

## PROCEDURE

- A child or adult will be considered sick if he/she:
  - Sleeps at unusual times, is lethargic.
  - Has a fever over 38°.
  - Is crying constantly from discomfort.
  - Vomits or has diarrhea.
  - Is in need of constant one to one care.
  - Has an infectious disease.
- If a child is unwell at home parents will be asked not to bring the child to the Centre.
- If a staff member is unwell, they should not report for work. Staff should contact the Centre as soon as possible to inform them that they are unable to attend work.
- If a child becomes ill or develops symptoms at the Centre the parents will be contacted to take the child home.
- If a staff member becomes ill or develops symptoms at the Centre, they can return home if able or organise for someone to take them home.
- The coordinator will organise a suitable replacement as soon as possible.
- The child who is ill will be comforted, cared for and placed in a quiet isolated area with adult supervision until the child's parent or other authorised adult takes them home.
- If the child has a fever/pain the parents will be informed. On the parents request, staff may administer paracetamol in certain circumstances. Paracetamol will not be given without permission.

- During a fever other method will be employed to bring the child's temperature down until the parents arrive or help is sought. Such methods include: clothes removed as required, clear fluids given, tepid sponges administered.
- If a child's temperature is very high, cannot be brought down and parents cannot be contacted, if the situation becomes serious the doctor or an ambulance will be called.
- If necessary, the Centre will inform the Authority within 24 hours if the illness constitutes a serious incident as defined under Regulation 12.

## **Infectious Diseases**

- Children and staff will be excluded from the Centre if they are ill with any contagious illness. This includes diarrhea and conjunctivitis.
- The period of exclusion will be based on the recommendations outlined by the Department of Health. More information can be found at:  
<https://www.health.nsw.gov.au/Infectious/Pages/default.aspx>
- The decision to exclude or re-admit a child or staff member will be the responsibility of the coordinator based on the child's symptoms, medical opinion and Department of Health guidelines for children who have an infectious disease or who have been exposed to an infectious disease.
- The coordinator or staff members have the right to refuse access if concerned about the child's health.
- Children with diarrhea will be excluded for 24 hours after the symptoms have disappeared or after a normal stool.
- A doctor's clearance certificate will be required for all infectious diseases such as measles, mumps diphtheria, hepatitis A, polio, tuberculosis, typhoid and paratyphoid before returning to the Centre.
- Parents will be informed about the illness and infectious diseases policy on enrolment.
- A regularly updated copy of the Department of Health guidelines on infectious diseases (obtained by mail or downloading from Dept. of Health website) will be kept attached to the illness and infectious disease policy for reference by staff, management and made available to parents on request.
- The coordinator will follow the recommendations as outlined in the Health Department document.
- Parents will be informed about any occurrence of an infectious disease in the Centre ensuring that the individual rights of staff or children are not infringed upon.
- All staff will ensure proper hygiene practices are carried out as outlined in the Hygiene policy.

# Immunisation

## POLICY STATEMENT

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

## CONSIDERATIONS

Public Health Amendment (Vaccination of Children Attending Childcare Facilities) Act 2013

National Quality Standard Quality Area 6.2

Department of Health Recommendations

## PROCEDURE

- Upon enrolment families will be required to inform the Centre of their child's immunisation status.
- The immunisation status record must be stored in a secure location for three years, unless the child transfers to another child care Centre.
- In the event of an outbreak of vaccine-preventable disease at the Centre or school attended by children at the Centre, children not immunised will be required to stay at home for the duration of the outbreak, for their own protection.
- Payment of fees will be required for children excluded during an outbreak of a vaccine-preventable disease, unless other arrangements, discussed and agreed to by the management committee, have been made.
- All staff should also maintain through immunisation, their immunity to common childhood diseases.
- It is also recommended that all staff receive a booster dose of tetanus and diphtheria vaccine every 10 years.

# Interactions with Children

## POLICY STATEMENT:

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

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

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

## CONSIDERATIONS:

My Time, Our Place learning framework

Belonging, Being and Becoming: The Early Years Learning Framework

National Regulations 73, 74, 76, 155, 156, 168

National Quality Standard Quality Area 1

National Quality Standard Quality Area 5

National Quality Standard Quality Area 6

## PROCEDURES:

### (a) **The educators will:**

- Maintain a positive attitude in all interactions with children.
- Listen carefully to children’s experiences and perspectives and show interest in their ideas and perspectives.
- Respect children as individuals and encourage each child to voice their opinions, concerns and ideas in a supportive forum that is free from stigmatism.
- Support children in feeling confident in the environment by never using strategies such as shouting, threats of corporal punishment or the refusal of food or other basic needs. Educators will always treat children with respect, courtesy and understanding.
- Treat children equally regardless of race, cultural background, religion, sex or ability and ensure interactions between children and educators exhibit this.
- Sensitively manage children who are having difficulty conveying their message or managing their emotions.
- Ensure children understand what is being communicated to them during interactions and allow them time to question or respond.
- Speak to children at their level and use voice intonations, facial expressions and body language to assist in conveying messages.
- Engage in one-on-one conversations with all children and develop an understanding of their likes, dislikes and interests.

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

**(b) The children will:**

- Be treated with respect, courtesy and understanding regardless of race, cultural background, religion, sex or ability.
- Be encouraged to listen to others respect, courtesy and understanding regardless of race, cultural background, religion, sex or ability.
- Be encouraged to share humour and express themselves in a variety of ways.
- Practice strategies for problem solving, debating, negotiating and interacting with others in an appropriate way with the guidance of educators.



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

**(c) Dealing with consistently inappropriate behaviours**

Where a child demonstrates unacceptable behaviour consistently, educators will:

- Ensure the child is aware of the limits and what is appropriate behaviour.
- Ensure the expectations are appropriate for the child's level of development and understanding.
- Look for and assess possible causes for the behaviour such as environmental factors.
- Discuss the issue with the child and their family members.
- Record all incidents that occur in relation to inappropriate behaviours, making note of the events leading up to the incident, the date and time, who was involved and how the incident was handled.
- Develop an action plan for the management of the specific behaviours and include a plan for regular discussions with all educators, children's families, school professionals etc. to review the action plans effectiveness and progression.

**Where a child demonstrates behaviours that are physically harmful, educators will:**

- Remove the child from the situation as quickly as possible.
- Ensure any children or educators involved have not been hurt and apply first aid where required.
- Record the details of the incident including date, time, people involved, people injured and the action taken.
- Ensure that the family members of all children involved in the incident are notified.

**(d) Exclusion for unacceptable behaviours**

- Should unacceptable behaviour continue and the above strategies have not worked effectively, the educators will inform management and discuss the issue.
- Where, in the interest of the child and other children at the centre, exclusion is seen as a necessary step, this will be decided by management and will only be considered after:
  - Adequate support and counselling have been provided.
  - Family members have been notified and given the opportunity to discuss the child's behaviour and strategies for creating change.

- Referrals to other agencies have been suggested where necessary.
- Educators and management have given careful consideration to the issue.
- Clear procedures have been established for accepting the child back into the centre.

# Intruder, Harassment and Lock Down

## POLICY STATEMENT

We aim to ensure all students, staff, parents and visitors remain in a safe and secure location in the event of a possible threat or critical incident and that exposure to danger and possible risk of harm are minimised.

A lock down occurs when there is a severe natural disaster, storm or threatening individual at the premises. All the children and staff congregate indoors in a secure place and remain there until the incident is resolved. Specific guidelines have been developed for any unwelcome and unauthorized visitors to the Centre.

## PROCEDURE

### UNWELCOME VISITORS

- Staff should be aware of any unfamiliar person on the premises and find out what they want as quickly as possible and try to contain them outside the Centre.
- Any unwelcome visitor will be calmly asked to leave the Centre. If they refuse the Co-Ordinator or staff member directed by the coordinator will call the police for removal.
- No staff member is to try to physically remove the unwelcome person but try to remain calm and keep the person calm as far as possible and wait for the police.
- If a person/s known or unknown to the service harasses or makes threats to children or staff at the Centre, or on an excursion, staff will:
  - Calmly and politely ask them to leave the Centre or the vicinity of the children.
  - Be firm and clear and remember your primary duty is to the children in your care.
  - If they refuse to leave, explain it may be necessary to call the police to remove them.
  - If they still do not leave, call the police.
  - If the Coordinator is unable to make the call another staff member should do so.
  - Where possible staff will calmly move the children away from the person.

### HARASSMENT AND THREATS OF VIOLENCE

- In the event of a critical incident requiring 'Lock Down', the coordinator will determine the need for a 'Lock Down' and sound the appropriate alarm.
- The coordinator will sound an air alarm and announce through a loud speaker that all children and staff should gather inside the Centre immediately.
- All doors and windows will be locked, curtains drawn, and all children and staff moved as far away from windows and doors as possible. Lights should be turned off.
- A staff member will call the appropriate emergency services, if necessary.
- A check of sign-in sheets will be made to ensure all children and staff are accounted for.
- Staff will begin activities with all children to keep them calm. If necessary, children will be instructed to remain silent.
- The coordinator will determine when the incident is past and it is safe and appropriate to resume normal play.
- A report of the incident must be prepared by the coordinator.
- All staff, including relief staff, will be informed of the procedure and their specific duties identified in their orientation to the Centre. Staff will make arrangements as to duties undertaken in the absence of other staff.
- Children and staff will practice the emergency procedure at least once per term.

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

## **LOCKDOWN**

- If lockdown needs to be called, educators and children will remain in the building they are in, if safe to do so, or move to the closest useable building directed by the staff.
- Staff will lock doors and windows and move children away from window and visible points of the building.
- All lockdown areas will remain locked until the responsible person calls and all clear.
- A roll call is initiated to make sure all children are accounted for.
- Lockdowns may also be called for adverse weather if the responsible person deem necessary.

# Maintenance of Records

## POLICY STATEMENT

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

## CONSIDERATIONS

National Standards, Section 5.1.2 (Maintenance of records/confidentiality)

Funding Agreement

Child Care Benefit

Accident records, Insurance requirements

Child Care and Protection Act

National Quality Standard Quality Area 7.1.2

National Regulation 168 (2) (l)

## PROCEDURE

- Staff and management will ensure that all required information is recorded, properly maintained, updated and kept in the nominated secure place.
- All records are to be kept confidential and only made available to authorised persons.
- All documents (including electronic records) relating to children and parents will only be made available to the parent/guardian or approved persons enrolling the child, staff and authorised members of the management committee who require relevant information, or Commonwealth or State Government officers when requested.
- All documents relating to staff will only be made available to the individual staff member, the Co-Ordinator, and an authorised member of the Management or police if required.
- All documents relating to fee payment and CCS will only be made available to the parent/guardian or approved persons enrolling the child, staff and authorised members of the Management or Commonwealth Government officers.
- No member of staff may give information on matters relating to children, to anyone, other than to the parents or guardian enrolling the child when this information has been obtained in the course of employment in the Centre.
- Exceptions are made:
  - For normal information exchange among staff and management, for the daily operation of the Centre and wellbeing of the staff and children.
  - When required to do so in a court of law when subpoenaed.
  - When the welfare of the child is at risk the appropriate government agencies may be contacted.
- No member of staff may give information on matters relating to staff or management, to anyone except in normal information exchange among staff and management for the daily operation of the Centre and wellbeing of the staff and children, or when required to do so in a court of law.
- Electronic records are protected by password, and only authorised persons will have access.

## RECORDS TO BE KEPT WILL BE:

### In relation to daily operations:

- **Full enrolment forms**, containing information as required under section 5.1.2 of the National Standards, to be kept in alphabetical order.
- **Child records**, in electronic form.
- **Waiting list**, indicating priority of access status, date placed on list, care required and if a sibling of a child already in care.
- **Daily records of attendance**, including a roll taken by the staff and the sign in/out sheet recording the time of arrival and departure.
- **Staff book**, recording specific information that the staff need to be aware of, to fully cater for the children in their care, including phone messages that affect the children.
- **Parent Book**, to record bookings, cancellations, changes to pick-up arrangements, holidays, planned absences, etc.
- **Accident/illness record**, containing nature of accident or illness, who attended the child and what course of action was taken. Note - Accident and illness records will be kept until the child turns 24.
- **Medication record**, containing parent's requirements and signature, medication used, the date, time and dosage of administration, the person who administered it, and the person who witnessed the administration.
- **Excursion approval file**, containing written permission forms from the parents, and kept in the child's personal records.
- **Written program**, indicating daily activities in the Centre.
- **Information folder**, containing updated relevant information such as infectious diseases leaflet, OOSH updates etc.

### In relation to fees

- **Cash book**, containing payment of fees, type of fee and dates paid, for by whom, date, amount, type of payment (cash, cheque, credit card, etc). A printed receipt is also provided from the computer management system. Cash receipt books will be kept for a period of 5 years.
- **Child Care Benefit records** will be kept for a period of 3 years.
- **Amount owing records**, indicating fees due, and any outstanding fees, along with procedures undertaken to retrieve outstanding fees.
- **Accounting documents**. All records relating to fees accounting and bank statements are to be kept for a period of 7 years.

### In relation to staff

- **Staff employment details**, indicating personal details, date of employment, hours of work, position title and job description, resume and references, date for review, and any discipline or grievance procedures.
- **Staff wages**, holiday and sick leave entitlements.
- **Time and wage records** are to be kept for a period of 5 years.
- **Union and Superannuation details**.
- **Work Health and Safety details**.

### ***In relation to management***

- ***Management structure***, including position titles and duties and current persons holding the positions.
- ***Minutes*** of meetings and AGMs.
- ***Policy booklet***, including Centre details, philosophy and policies.
- ***Insurance and financial details***. Insurance documents will be kept for 7 years.
- ***Funding and other relevant agreements***, such as school/hall usage etc.
- All records relating to funding will be kept for a period of 7 years.
- All records are to be kept neat and tidy, updated as required and appropriate information passed on to any new staff or management member.
- All records, which require to be kept for an extended period of time, will be stored securely in the designated place and shall not be removed without the knowledge of the management and only to those who are legally required to obtain the information.

# Management of Basic First Aid

## POLICY STATEMENT

Annandale After School Centre believes that in order to ensure the highest level of care is maintained for children attending the service; all educators should be suitably qualified in emergency first aid management. The service will ensure that first aid equipment and support is available to all children, educators and visitors to the service and whilst on excursions. All educators are encouraged to undertake senior first aid, asthma management and anaphylaxis management training to ensure full and proper care of all is maintained (My Time: Our Place and Belonging, Being and Becoming. Outcome 3).

## CONSIDERATIONS

- National regulation 89; First Aid Kits.
- National Standard 2: Element 2.2.2 *“Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines”*
- National Regulation 12
- National Regulation 87
- National Law Section 174
- The Centre “Management of Incident, Injury and trauma Policy”
- The Centre “Hygiene Policy”
- ACECQA “Frequently Asked Questions” [www.acecqa.gov.au](http://www.acecqa.gov.au)

## PROCEDURE

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

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

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

An appropriate number of stocked and updated first aid kit, in regard to the number of children bearing educated and cared for, will be kept in the designated and secured place in the service. Educators are to ensure that this is easily accessible and recognisable to all educators and volunteers and kept inaccessible to the children (r89).



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

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

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

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

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

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

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

Telephone numbers of emergency contacts, local doctor and poisons centre will be located next to the phone.

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

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

1. Reassure the child
2. Assess the injury
3. Attend to the injured person and apply first aid as required.
4. Ensure that disposable gloves are used with any contact with blood or bodily fluids.
5. Ensure that all blood or bodily fluids are cleaned up and disposed of in a safe manner as per the Infectious Diseases Policy.
6. Ensure that anyone who has come in contact with any blood or fluids washes their hands thoroughly in warm soapy water.
7. Record the incident and treatment given in the IIIT book (incident, injury, illness, and trauma) recording the following details:
  - Name and age of child

- Date, time, and location of incident
  - Description of injury and circumstances of how it occurred, including witnesses.
  - Treatment given and name and signature of first aid attendant
  - Details of any medical personnel contacted.
  - Name and details of any parent or emergency contact notified or attempted to notify.
  - Time and date of report and name and signature of a person making report
  - Name and signature of nominated supervisor
8. Notify the parents either by phone after the incident if seen fit or on their arrival to collect the child.
  9. Parental signature confirming knowledge of the accident report form will be gained at the soonest possible convenience.
- Where the service has had to administer first aid and the incident is deemed serious as per Regulation 12, the Nominated Supervisor will ensure that the steps outlined in the “Management of Incident, Injury, Illness and Trauma” policy are followed and the Regulatory Authority is notified within 24 hours of either the incident or them becoming aware of the incident.

# Management of Incident, Injury, Illness & Trauma

## **POLICY STATEMENT**

*Annandale After School Centre* aims to ensure the safety and well-being 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 endeavour to prevent the event of any incident, injury, illness and trauma occurring through best practice, implementation of all service policies and procedures, adhering to State and National Laws and risk assessment.

Should any of these occur despite prevention methods, 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 the incident 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 as part of the enrolment process. This consent will be recorded in the enrolment information. Families are also required to ensure the service has accurate and detailed information regarding anything that may impact on their health, safety and well-being while attending the service.
- Families will be required to supply details of their preferred doctor, dentist, health fund and Medicare details.
- Families will be required to supply two contact numbers in case of an emergency or accident.

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

- If a child, educator or visitor becomes ill or injured while at the service, an educator who holds a first-aid certificate will attend them too immediately.
- Anyone injured will be kept under adult supervision until they recover, or an authorised person takes charge of them.

- In the case of a major incident, injury, illness or trauma at the service requiring **more than basic first aid**, the first aid attendant will:
  - 1) Assess the injury, and decide whether the injured person needs to be attended to by a doctor or an ambulance called. The educator in charge or nominated supervisor will be advised of their decision.
  - 2) Attend to the injured person and apply first aid as required.
  - 3) Educators will ensure that disposable gloves are used with any contact with blood or bodily fluids as per the infectious disease policy.
  - 4) Educators will stay with the child until suitable help arrives.
  - 5) The educators will try to make the child comfortable and reassure them and advise them that their families have been called.
  - 6) 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.
  - 7) Complete a service incident report and provide to families to read and sign and a serious incident report for the regulatory authority within 24 hours or as soon as possible.

Another educator will:

- 1) If the injury is serious, the 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.
- 2) Notify family or emergency contact person as soon as possible 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 sensitive detail regarding the extent of the injuries
- 3) Ensure that all blood or bodily fluids are cleaned up safely.
- 4) Ensure that anyone who has come in contact with any blood or fluids washes their hands in warm soapy water.
- 5) 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 a serious incident, injury, illness and trauma to a child must be reported to:

The Family/guardian or emergency contact person

Regulatory Authority

- Other life-threatening, traumatic injuries or the death of a child will also need to be reported to the;

✓ The ambulance services

✓ The police

- The centre will notify the family/Guardian or emergency contact person that a serious incident has happened and advise them to contact the relevant medical agency. Only a qualified medical practitioner can declare a person is deceased, therefore educators should ensure the parents are only advised that the injury is serious and refer them to the medical agency (i.e., hospital) where the child has been taken.
- This information should be provided in a calm and extremely sensitive manner.
- The site of the accident should not be cleared or any blood or fluids cleaned up until after approval from the Police.
- All other children should be removed away from the scene and if necessary, parents contacted for early collection of children. The children should be reassured and notified only that a serious incident has occurred.

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

- Educators in the service must be prepared to handle all incidents professionally and sensitively. 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 deceased, the Coordinator/Nominated Supervisor should contact the child's school to liaise with them regarding the school's response to the event.
- Confidentiality will be maintained at all times.

### **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) and the School Principal.
- It may not be until sometime after the incident that it becomes apparent that an incident was serious. If that occurs, the Nominated Supervisor must notify the regulatory authority within 24 hours of becoming aware that the incident was serious.

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

- 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 sought for the child including attendance at hospital or medical facility for further treatment.

### Illness

- Families are advised upon enrolment and in regular reminders not to bring sick children to the service and to arrange prompt collection of unwell children. 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 another child's health.
- Where a child becomes ill at the service, all care and consideration will be given to comfort the child and minimise the risk of cross-infection until the family/emergency contact collects the child.
- A child or an adult is considered "sick" if he/she:
  - Sleeps at unusual times or is lethargic.
  - Has a fever over 38 degrees.
  - Is constantly crying from discomfort.
  - Vomits or has diarrhoea.
  - Requires constant one to one care.
  - Has 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 remain at the service.
- If a child becomes ill while at the service, the guardians will be contacted to take the child home. Where the family is unavailable, emergency contacts will be called to ensure the child is collected 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 or medical attention arrives. Such methods include removing clothing as required, clear fluids are given or tepid sponges administered.
- If a child's temperature is very high, cannot be brought down and their family cannot be contacted. If the situation becomes serious, the child will be taken to the doctor or an ambulance called.
- If a staff member becomes ill or develops symptoms at the centre, they can return home if able or the coordinator will organise for someone to take them home.

- The coordinator will organise a suitable staff replacement as soon as possible.

### **Infectious Diseases**

- Children and staff will be excluded from the Centre if they are ill with any contagious illness. This includes diarrhea and conjunctivitis.
- The period of exclusion will be based on the recommendations outlined by the Department of Health. More information can be found at:  
[http://www.health.nsw.gov.au/infectious/control\\_guideline/pages/default.aspx](http://www.health.nsw.gov.au/infectious/control_guideline/pages/default.aspx)
- The decision to exclude or re-admit a child or staff member will be the responsibility of the coordinator based on the child's symptoms, medical opinion and Department of Health guidelines for children who have an infectious disease or who have been exposed to an infectious disease.
- The coordinator or staff members have the right to refuse access if concerned about the child's health.
- Children with diarrhea will be excluded for 24 hours after the symptoms have disappeared or after a normal stool.
- A doctor's clearance certificate will be required for all infectious diseases such as measles, mumps diphtheria, hepatitis A, polio, tuberculosis, typhoid and paratyphoid before returning to the Centre.
- Parents will be informed about the illness and infectious diseases policy on enrolment.
- A regularly updated copy of the Department of Health guidelines on infectious diseases (obtained by mail or downloading from Department of Health website) will be kept attached to the illness and infectious disease policy for reference by staff, management and made available to parents on request.
- The coordinator will follow the recommendations as outlined in the Health Department document.
- Parents will be informed about any occurrence of an infectious disease in the Centre ensuring that the individual rights of staff or children are not infringed upon.
- All staff will ensure proper hygiene practices are carried out as outlined in the Hygiene policy.

## CONSIDERATIONS

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Other Service policies/documentation	Other
S167, 174  R12, 77, 81, 85, 86, 87, 88, 89, 90, 91, 97, 98, 99, 109, 161, 162, 175, 176, 177	Standards 2.1, 2.2, 3.1, 7.1  Elements 2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.3, 3.1.2, 7.1.2	<ul style="list-style-type: none"> <li>- Acceptance and Refusal of Authorisations Policy</li> <li>- Enrolment and Orientation Policy</li> <li>- Medical Conditions and Administration of Medication Policy</li> <li>- Providing a Child Safe Environment Policy</li> <li>- Administration of First Aid Policy</li> <li>- Risk Assessment Policy</li> <li>- Governance and Management Policy</li> <li>- Child Protection Policy</li> <li>- Dealing with Infectious Diseases Policy</li> <li>- Emergency and Evacuation Policy</li> </ul>	<ul style="list-style-type: none"> <li>- Work, Health and Safety Act 2011</li> <li>- ACECQA “Frequently Asked Questions”</li> <li>- NSW Department of Health guidelines</li> <li>- Disability Discrimination Act 1975</li> <li>- NSW Anti-discrimination Act 1977</li> <li>- Staying Healthy in Child Care (5<sup>th</sup>Edition)</li> <li>- Parent Handbook</li> <li>- Staff Handbook</li> <li>- Enrolment records</li> <li>- Emergency procedures</li> <li>- Incident Report forms</li> <li>- Medication Records</li> <li>- Risk Assessments</li> <li>- Supervision Plans</li> <li>- Safety Checklists</li> </ul>

## ENDORSEMENT BY THE SERVICE

Approval date: \_\_\_\_\_

Date for Review: \_\_\_\_\_





# Medication Policy

## Policy Statement

Annandale After School Centre seeks to ensure the proper care and attention to all children through specific guidelines regarding use of medications. To ensure the interests of staff, children and parents are not compromised, medication in its original packaging will only be administered with the explicit permission of the parents or in the case of an emergency with the permission of a medical practitioner.

To support children to take increasing responsibility for their own health and wellbeing specific consideration will also be given to children who are carrying medication in their school bags and whose parents have given permission to self-medicate (My Time, Our Place 3.2, Belonging, Being and Becoming). In order for the staff to properly care for children the service has an expectation that parents will inform Educators if children are receiving medication at home or school, the nature and purpose of the medication and possible side effects it may have for the child. Educators will use this information to support the child's participation in the service (My Time, Our Place 4.3, Belonging, Being and Becoming)

## Considerations

- National Law 167 (protection from Harm and hazard)
- Education & Care Service National Regulations 92-96, 178, 181-184
- National Standard 2: Element 2.1.1
- My Time, Our Place Outcome 3 (2. Children take increasing responsibility for their own health and wellbeing)
- Annandale After School Centre Medical Conditions & Confidentiality

## Procedures

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

The service may exercise discretion from time-to-time in case of emergency, fever, or consent from a parent. Such exemptions will be made rarely and under constant review by the Nominated Supervisor and Management.

Educators will only administer medication during services operating hours (except in emergency circumstances).

Medication must be given directly to an educator. Educators will store the medication in a designated secure place, clearly labelled and ensure that medication is kept out of reach of children at all times.

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

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

An authorisation is not required in the event of an asthma or anaphylaxis emergency however the authorisation must be sought as soon as possible after the time the parent and emergency services are 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 a medication form providing the following information:

- Name of Child
- Details of the Date, Time and Dosage to be administered (General time such as lunch time will not be accepted)
- Time and date that the medication was last administered
- Where required indicate if the child is allowed to administer the medication themselves or an educator to do it.
- Signature of authorised nominee

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.

**Where a child carries their own asthma medication in their bag (parent's request), which is located in their designated locker, the child needs to alert an educator who will supervise the child administering their asthma medication. The educator will then make a record of this medication administration on the Asthma treatment record card.**

Before medication is given to a child, the Educator (with current First Aid Certificate) who is administering the medication will follow the child's action plan, check the expiry date of the medication, verify the correct dosage for the correct child with another educator who will also witness the administration of the medication.

After the medication is given, the educator will record the following details on the medication form: Name of medication, date, time, dosage, name, and signature of person who administered and name and signature of person who verified and witnessed. The child will be observed for fifteen minutes after the medication has been given and the parents will be notified.

## Administering Medication

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

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

After the medication is given the Educator will record the details on the medication form and the child will be observed for fifteen minutes after the medication has been given and the parents will be notified.

The Educator will also note any other salient information (for example, where a medical practitioner's approval is given, this will be noted).

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

In the event of a child not having their medication or expired medication. The service will provide the child with Ventolin/EpiPen from the services emergency First Aid Kit and follow the child's medical management plan. The children's parents will immediately be informed.

# Participation and Access

## POLICY STATEMENT

We believe that participation by parents/guardians/approved persons in issues relating to their children is important. We aim to provide a caring and supportive environment where everyone feels welcomed and valued. Involvement of parents in activities will be actively sought and open communication constantly maintained. Parents are encouraged to be involved in issues that relate to them and their children, through participation and discussion about all issues relevant to the running of the Centre.

## CONSIDERATIONS

Family Law Act

National Quality Standard Quality Area 6.1

National Quality Standard Quality Area 6.2

## PROCEDURE

- Staff will greet and farewell parents on arrival and departure and communicate with parents in a positive and supportive manner, making the parents feel welcome and valued.
- Staff will establish a pattern of exchange of information, communicating to parents about their child or what they did on that day that may be of interest to them.
- Staff will accept individual differences in the way parents bring up their children.
- Parents will be informed of all relevant issues in the Centre through direct contact, notice boards, letters home or newsletters.
- Parents are welcome in the Centre at all times and staff will happily explain activities or answer any questions about the Centre to them.
- Parents need to be aware however of the staff's requirement to supervise the children during the activity sessions. If parents wish to discuss or exchange detailed information about their child or the Centre with the Coordinator or another staff member, an appointed time suitable to both will be organised.
- Parents are encouraged to become involved in the Centre's activities.
- We will actively seek this involvement by:
  - Keeping them informed and updated on current issues in the Centre.
  - Asking for their assistance and participation in particular events such as assisting in the program or excursions, working bees and other special events.
  - Informing them of our participation policy through the parent information booklet.
  - Inform them of the management structure and how they can be involved.
  - Invite them to attend or to read a report of the AGM meeting displayed on the notice board.
  - Inform them of relevant management decisions.
  - Encouraging feedback and input from parents in relation to the program, policies or other issues relating to the Centre.
  - Encouraging parents to offer skills and knowledge in a variety of ways and to contribute to the diversity of experiences for the children attending the Centre.
  - Advertise times and dates for monthly parent/management meetings, and encourage attendance at meetings by providing childcare, consulting parents on the most suitable meeting time, etc.

### *ACCESS BY NON-CUSTODIAL PARENT*

- If a child is subject to an access order or agreement, the Centre must have a copy on record plus any subsequent alteration registered by the court.
- Evidence of court orders or agreements will be considered part of the enrolment in order to minimise the likelihood of distressing situations occurring in the future.
- When a non-custodial parent attempts to collect a child from the Centre the staff will:
  - Be polite, firm and clear and remember your primary duty is to the children in your care.
  - Clarify the legal position with the non-custodial parent. For example, staff may say, *'I'm sorry but I'm not legally able to allow the child to leave with you without the permission of the custodial parent.'*
  - Ask the person politely to leave.
  - If they refuse to leave, call the police.
- In all cases, staff should be immediately aware of any unfamiliar person on the premises (including outside play areas) and find out what they want as quickly as possible.
- Unauthorised people should be asked to leave the premises immediately. Action should be taken if these people do not leave the premises. This may include notifying the school principal (in the case of students), and if necessary, the police.

# Policy Development and Review

## POLICY STATEMENT

We aim to provide effective management and a quality service through the ongoing development and review of policies, which are required to run the service efficiently. Management will ensure that all individuals are aware of relevant policies and have free access to the policy booklet.

## CONSIDERATIONS

National Quality Standard Quality Area 6.1

National Quality Standard Quality Area 7.2

## PROCEDURE

- Management will ensure the development of all required policies under the NQF.
- Other policies are to be developed as deemed necessary by the management.
- This will be based on the following criteria:
  - An issue or problem arises that is not addressed in a current policy.
  - A current policy is not meeting the current need.
  - Daily operations of the Centre are unclear to staff, parents or management.
  - Staff, parents or management are unsure what to do in a certain situation.
  - There have been changes due to outside influences.
- All policies must reflect the current philosophy of the Centre.
- Policies will be recorded in a loose-leaf policy file along with the Centre's philosophy, date of endorsement and date of review. This file is to be kept in the specified place and made available to those who wish to see it.
- Management will ensure that any new management members, staff and families entering the service are made aware of the policy file and any specific policies relevant to them.
- Any persons involved in the Centre are to feel welcome to make suggestions and discuss any concerns they may have regarding current policies.
- Staff and parents and any other relevant persons will be encouraged to have input into the development, review or changes to any policies and where appropriate be involved in the development of these policies.
- Parents and staff will be informed of this policy at enrolment/employment and through the Centre's information booklet.
- All new policies, or changes to existing policies will be reviewed in the timeframe of 6 operating weeks.
- All other existing policies will be reviewed within an 18-month period or more frequently if the need arises or there are any changes to legislation or recognised best practice.
- The review of policies will be based on the following criteria.
  - Is the policy operating effectively?
  - Does it include appropriate responses to individual incidents?
  - Does it meet the needs of all involved in the Centre?
  - Does it meet the aims and objectives as outlined?
  - Is it consistent with current philosophy?

- Is it consistent with current legislation, acts and standards?
  
- Any changes to existing policies will be circulated to all involved in the service through individual notes, notice boards, personal contact and if felt necessary through a group meeting.
- The date the changes will become effective will be noted.
- All changes are to be recorded in the policy file with the date of endorsement and review.
- As an ongoing practice specific policies may be mentioned again through notice boards, letters or personal contact to highlight any relevant issues. This may be required if there is a recurrent problem arising or to highlight any specific current issues in the running of the Centre.



# Programs

## POLICY STATEMENT

We aim to develop and implement a balanced program that is stimulating, interesting and exciting which allows opportunities for children to play, explore and develop new skills and is appropriate to the developmental and leisure needs of all children. Our Centre's program will reflect the cultural diversity of today's society. Children and parents are encouraged to be actively involved in the planning and implementation and evaluation of the program.

## CONSIDERATIONS

*My Time, Our Place Framework for school age care*

*Belonging, Being and Becoming: The Early Years Learning Framework*

## PROCEDURE

- The coordinator and staff members will be responsible for the development of a child-centered program, which reflects the philosophy of the Centre and meets the social, physical, recreational, intellectual, creative and emotional developmental needs of the children attending.
- Programs will be developed for all aspects of the Centre, indoor and outdoor activities, art and craft, menus, themes and special occasions.
- The written program will be prepared each week and be displayed for children and parents to see.
- Staff will be allocated time each week to program according to children's interest and staff abilities.
- Training in children's programming and activities will constitute part of staff development and be included as an item in the Centre's training plan.
- Children and parents are encouraged to incorporate their views, ideas and specific interests into the program.
- Staff will encourage feedback and input from children and parents in relation to the program.
- Staff will regularly talk to parents concerning their child's latest interests and activities and respond to parents' suggestions, requirements and expectations.
- Children will be encouraged to be actively involved in the planning, implementation and evaluation of the program, through discussions, conversation, group meetings and planning.
- All children's opinions will be considered. The program will be recorded and filed appropriately and made available for all staff, parents and children to see.
- The program will be flexible to meet the needs of the children and allow for spontaneity and enjoyment in the Centre.
- Staff will interact with children and where appropriate participate in activities and encourage children to try new activities.
- The program will be evaluated on an ongoing basis to ensure it is meeting the needs of individual children and the families in the Centre.

- In order to assist in building self-esteem, confidence and friendships, children will be encouraged to take initiative and develop leadership skills. They should be consulted about ways in which they can work in partnership with staff in running programs and taking leadership role.
- Individual children may be given responsibility for daily routines and in planning and organizing activities for their peers. At all times, this should be age appropriate, and fully supervised and supported by staff.
- Special group activities for older children may be organised as part of the program according to need. They should be implemented where there are suitable numbers of older children and adequate staffing levels can be maintained.
- Excursions may also be organised as part of the program.
- A daily evaluation of each program activity will be recorded noting levels of engagement and participation, and feedback on the level of enjoyment and interest. The sources of this feedback should be recorded. The evaluation will record issues to be taken into account in future programming.
- An evaluation report file will be maintained and reviewed regularly during the development of Centre programs.
- The program is to:
  - Be informed by the My Time, Our Place Framework for School Age care and The Early Years Learning Framework: Belonging, Being and Becoming
  - Promote the importance of play in the child's life
  - Reflect the cultural and language diversity of the local and wider community.
  - Consider all developmental areas.
  - Consider the age range of children.
  - Consider individual and group interests, needs, skills, talents and abilities.
  - Be balanced providing a range of indoor/outdoor activities, quiet/active times and areas, structured/unstructured activities.
  - Provide a variety and choice of activities for the children.
  - Be stimulating, interesting and exciting, to allow for opportunities to explore and develop new skills.
  - Provide a variety of toys and equipment available to all children regardless of age or sex.
  - Foster children's independence and self-help skills.
  - Foster friendships and encourage co-operative and responsible behaviour among children.
  - Provide children with opportunities for self-expression and self-direction.
  - Provide an environment, which will foster the child's self esteem.
  - Help children develop self-discipline skills through positive example and direction.
  - Help children to appreciate and care for each other and their surroundings.
  - Make the children feel welcomed and valued in the Centre.

# Policy on Removal and Assumption of Care of a child from the service by the Department of Communities and Justice

## Objective:

The purpose of this procedure is to provide guidance for children's services when responding to the **Department of Communities and 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 and Justice** 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 and 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 the **Department of Communities and 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.

The **Department of Communities and 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
- 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 and Justice** is responsible for arranging a placement for the child, where required.

**Department of Communities and 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 the **Department of Communities and Justice** representatives arrive at the service to remove or assume the care responsibility of a child, please ensure this procedure is followed:

1. **Department of Communities and Justice** will contact the service to seek approval from the Coordinator/Authorised Supervisor or the most senior staff member on shift to collect the child, and advise about the need to remove or assume the child from the service, including the names of the representatives and the proposed arrival time (**Department of Communities and Justice** may be assisted by Police).
2. In preparation for the attendance of the **Department of Communities and Justice**, centre staff should sit with the child in a comfortable area, e.g., foyer, office or staff room (this will reduce distress to other children). Ensure that the other children at the centre will still be adequately supervised.
3. Do not contact the child's parent/s to advise them about the impending removal of the child.
4. Contact any supervisor or employer immediately to advise that your service will have a child removed from care by the **Department of Communities and Justice** representatives and the approximate time.

5. If there has not been a prior call from the **Department of Communities and Justice** or the representatives do not advise their names upon arrival the Coordinator/Authorised Supervisor should:
  - confirm the identification of the representatives (formal ID)
  - record the names and contact details of the representatives and the names of any Police in attendance
  - request that they sign the visitor in/out book
  
6. If there is any doubt about the identity of the **Department of Communities and Justice** representatives the Coordinator/Authorised Supervisor should contact the relevant **Department of Communities and Justice** Centre for verification or, if the removal is taking place outside office hours, contact the Child Protection Helpline on 133627 (the mandatory reporting number).
  
7. Where there is a Children's Court Order or a search warrant, **Department of Communities and 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).
  
8. 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 and Justice**, or to call the Child Protection Helpline on 132 111. Where possible a **Department of Communities and Justice** caseworker should remain at the centre to inform the parent.

#### **Complaints:**

Service staff or parents can also contact the **Department of Communities and Justice** Complaints Unit on 1800 000 164 if they have a complaint in relation to the removal.

# Requests for Financial Donations, Contributions and/or Support

## Policy

Annandale After School Centre Inc is committed to partnering with the organisations that operate and are connected to the communities that we operate in.

## Purpose

This policy exists in order to ensure a fair, and transparent assessment of requests for financial donations, contributions and/or support from other organisations.

## Rationale

Requests for financial donations, contributions and/or support will be considered by Annandale After School Centre Inc if they adhere to the process outlined below. On occasions where Annandale After School Centre Inc committee members agree to consider a request for financial donations or financial contributions of support the final decision will be subject to a committee vote. Annandale After School Centre Inc may make financial donations, contributions or offer financial support to the above-named schools and organisations if agreed by vote at a general committee meeting.

## Procedures

### Format for requests for financial donations, contributions and/or support

In order for the committee members to review and consider making a donation to an organisation the following is required:

- A written request from the organisation
- An explanation of the requirement that the financial donation/contribution will be used to fund.
- An explanation of the resultant perceived mutual benefit to Annandale After School Centre Inc
- The dollar amount required.
- A request will be added to an ordinary committee meeting agenda for review by the committee.
- All documentation pertaining to the request will be included with the agenda sent to the committee members at least one week prior to the meeting.
- The committee sponsor will present the request to the committee as part of an ordinary Annandale After School Centre Inc committee meeting.
- Committee members may request additional information, and this may result in a requirement for further discussion, and for requests for significant financial donations, contributions, or support this may result in an additional extraordinary meeting solely focused on reviewing this request.

Policy endorsed 2<sup>nd</sup> November 2024

Evaluation and review 2<sup>nd</sup> May 2025

# Roles of Management

## POLICY STATEMENT

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

## CONSIDERATIONS

Management structure

Department of Communities and Justice, operational agreements

Incorporation requirements

National Quality Standard Quality Area 7.1.2, 7.1.3

Regulation 168(2)(l)

## PROCEDURE

- The management will ensure that the Centre is managed according to the funding bodies' requirements and that all relevant guidelines, acts, regulations and the constitution are adhered to.
- The management structure will be recorded with the duties clearly described.
- Members of the committee will consist of, parent users and interested community members.
- Office bearers will be elected each year at the Annual General Meeting.
- All committee members will know the requirements regarding:
  - Management structure, roles and duties.
  - Constitution.
  - Centre's philosophy and goals.
  - Policies and procedures.
  - Funding and operational agreements.
  - National Standards.
  - Meetings.
  - Financial requirements.
  - Employment responsibilities.
- A handbook for Management will be developed, updated and given to all the Management. Existing members are encouraged to give support to new incoming members.
- Membership of the management committee will be open to all parents using the service.
- Parents will be actively encouraged to participate.
- Decisions about the overall operation of the Centre will be made at the management committee level. Parents and staff will be kept informed about the committee's membership, meetings and decisions and have opportunities to have input into the management of the service.
- The coordinator will attend meetings of management and present a written progress report regarding the running of the Centre and will provide information to the committee to assist in making decisions.
- A staff member may attend a meeting to raise issues on behalf of the staff and to provide feedback to other staff on the committee's decisions.



## ***ROLE OF THE COMMITTEE***

- The committee is responsible for the ongoing management of the Centre. Primarily this involves legal, financial and employment responsibilities.
- The responsibility for the day-to-day operations of the Centre however is delegated to the coordinator.
- The committee meets in accordance with the constitution.
- General ongoing tasks of the committee include:
  - Ensuring the needs of the parents, children and staff are met.
  - Ensuring the smooth daily operation of the Centre.
  - Communication of relevant issues.
  - Publicity and public relations.
  - Development and review of policies.
  - Planning.
  - Financial management and administration.
  - Liaison and compliance with funding and licensing bodies.
  - Employment, supervision and direction of staff, ensuring appropriate industrial awards are adhered to.
  - Continued maintenance and repair of the building and equipment.
  - Addressing ongoing issues as they arise.
- Nominated management members may gain access to the services records, etc but only in accordance with confidentiality guidelines and when necessary to fulfill their management responsibilities. Confidentiality will be maintained at all levels at all times.

## ***SPECIFIC ROLES OF THE OFFICERS***

### **President**

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

### **Vice Chairperson**

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

### **Secretary**

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

### **Treasurer**

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

Some other roles may include:

### **Assistant Secretary**

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

### **Assistant Treasurer**

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

### **Financial sub committee**

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

### **Communications/Publicity Officer**

- Encourage interaction between parents and the committee.
- Act as the liaison person between the parents, the school, the community and the committee.
- Ensure that parent communication is effective and up-to-date (information handbooks, newsletters, etc.).
- Make statements to the press on behalf of the organisation.
- Publicise the activities of the organisation.
- Arrange for promotion material such as posters, pamphlets, newsletters etc.

### **Staff Liaison Officer**

- Act as the liaison person between the staff, and the committee
- Be a contact person on the committee, for staff if required, e.g., if need to inform them of their absence, issues or problems that they wish to seek the committee's advice on.
- Encourage interaction between staff and the committee.
- Be on the sub-committee to employ staff for the Centre.
- Ensure new staff are oriented to their job.
- Encourage staff to participate in staff training.
- Be involved in staff evaluation and review.
- Ensure that staff communication is effective and up-to-date. Ensure that staff handbooks are updated and available.
- Ensure that staff records are updated.
- Ensure that staff receive their entitlements due under awards, legislation and other requirements (superannuation, taxation, pay and conditions, WH&S, etc.)
- Participate in the grievance procedure where necessary (for staff).
- Liaise with the Coordinator on the suitability and use of volunteers, work experience or practicum placements.

### **Fund raising Officer**

- Co-ordinate applications for grants and other forms of assistance, including ensuring that any conditions attached to that funding (e.g., acquittal reporting) are complied with.
- Arrange fund-raising activities, either directly or by delegation.
- Co-ordinate and oversee fund raising efforts.
- Be responsible for ensuring that fund raising money is collected and given to the Treasurer for banking.

### **Public Officer**

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

# Safe Arrival of Children Policy

## POLICY STATEMENT

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

## CONSIDERATIONS

National Quality Standards 2.2, 7.1

National Regulations 99,100, 101, 102, 102AAB, 102AAC, 102C, 102D, 122, 123, 1666661, 168, 170, 171, 172

## BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure services have policies and procedures in place in relation to the safe arrival of children who travel between an education and service to any other education or early childhood service.

Children's safety and wellbeing is of primary importance, and approved providers and their services must ensure that appropriate measures are in place to protect children from any harm or hazard, including during the time children are travelling to or from the service.

The travel of children to, and away from, a service requires particular attention, particularly given how busy it can be at certain times and the number of people coming and going. Safeguarding children during travel between the service premises and other educational settings can be enabled by the creation of policies and procedures and an effective process for their implementation.

## PRINCIPLES

- The safety, health and wellbeing of the children at our service is paramount and is alignment with our philosophy. Our policies and procedures ensure that children are safeguarded during the time between the points of delivery to, and collection from, the service.
- We acknowledge the important role played by our Service Leaders, educators and staff. They are provided with the necessary training and support to implement the policies and procedures for the travel to, and collection from, the service premises.
- Our Service Leaders, educators and staff have a clear understanding of who holds duty of care when children travel between schools and education and care settings.
- We have clearly defined roles and use effective communication to ensure that management. Educators and staff are aware of their responsibilities in relation to the travel of children to and from the service.
- Being prepared and knowing the risks involved when children travel to or from the service is vital. We develop risk assessments to assist us in identifying risks involved during this time moving to or from a service.

## KEY TERMS

Term	Meaning	Source
ACECQA – Australian Children’s Education and Care Quality Authority	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children.	acecqa.gov.au
Authorised Person	A person who has been given permission by a parent or family member to collect the child from the service or the family day care educator.	National Law (Section 170)
Education or early childhood service	Means: (a) a school, (b) an education and care service, (c) a children’s service, or (d) any other service which provides education or care to children.	National Regulations (Regulation 102AA)
Enrolment form	The approved provider must ensure an enrolment record is kept for each child enrolled at the service, and the FDC educator must keep an enrolment record for each child they educate and care for. Information about what is required in the enrolment form can be found in the Guide to the NQF.	National Regulations (Regulations 102, 102D, 160–162) Guide to the NQF (Management of records – Children’s enrolment record)
Parent	In relation to a child, includes: A guardian of the child; and A person who has parental responsibility for the child under a decision or order of a court. For regulation 99, ‘parent’ does not include a parent who is prohibited from having contact with the child.	National Law (Definitions)
Risk assessment	Assessing the risk means working out how likely it is that a hazard will harm someone and how serious the harm could be.	ACECQA – Risk assessment template: Excursions

## PROCEDURES – BEFORE SCHOOL CARE

### Main Aftercare

- Parents are not to leave their child/ren unattended at the service any time prior to the opening hours of the service.
- Parents are responsible for signing their child/ren into the service.
- Head counts will be conducted throughout the morning to ensure that all children are accounted for.
- If children have private music lessons during before care hours, the music teacher is responsible for signing the children out and back in to the service. The music teacher must accompany the child to and from the service.
- If children attend a club such as Band or have permission to leave the service early at 8:30am. Parents must sign in the parents’ communication book to give permission for their child to leave the service early. An educator will then sign the children out and the child will leave the service and either go to the playground which is supervised by a school staff member or to their club which is on the school grounds.
- At 8:55am an educator gathers all of the children for a roll call to sign the children out of the service. The educator must sight each child as they leave.
- An educator will take the year 1 children to their classroom while the other children will walk themselves. This educator will stay on the playground until after

the bell has gone to ensure that all of the children have gone into their classrooms.

### **Preschool Aftercare**

- Parents are not to leave their child/ren unattended at the service any time prior to the opening hours of the service.
- Parents are responsible for signing their child/ren into the service.
- Head counts will be conducted throughout the morning to ensure that all children are accounted for.
- At 8:55am the educator rings the bell and the children gather at the steps.
- An educator calls the roll and signs the children out on the iPad. The Preschool children are then taken to their classroom by an educator and signed into the preschool service. The kindergarten children are then escorted by an educator to the playground and the educator stays with the children until the bell is called and they are taken into their classroom by their teacher.

## **PROCEDURES – AFTERCARE**

### **Main Aftercare**

- By 3pm all staff members will be signed into the service ready to receive the children. We will ensure that we have a ratio of 1:15.
- At 3pm the staff members will be positioned in the following key places: Near the top gate, Near the school bathrooms and near the shed (Yellow line)
- The children will come over to the service from their classroom by themselves.
- As soon as the children arrive at the service, they line up to get signed in.
- A Minimum of 2 staff members will be available to sign the children in allowing the children to be signed in quickly.
- Once the children have all been signed in to the service the Responsible Person on duty will account for any missing children. The Responsible person will call the parents to find the whereabouts of the child. They will also speak to the school and other children at the service.
- If the child cannot then be accounted for the police will then be called.

### **Preschool**

- By 3pm all of the educators are at the service and the correct ratio of 1:10 is adhered to.
- An educator collects the Preschool children from the children's classroom and signs them into the service. The Preschool staff confirm any student absences.
- Kindergarten teachers escort the children over to the aftercare where they are greeted by an educator and signed into the service. The kindergarten teachers then confirm any absences.

### **Preschool and Main Aftercare**

- It is the responsibility of the parents/carers to inform the service if their child/ren is not attending the service.
- It is the responsibility of the parents to ensure that they sign their child/ren out of the service when they collect them.
- Staff must ensure that children are only collected by an authorised person. If a staff member does not recognise the person collecting the child it is their responsibility to ensure that they are an authorised person by checking the child's enrolment form.

- If a parent/carer wish for an unauthorised person to collect their child from the service they must inform the service of who is collecting their child. This person must then bring a form of Photo Identification which will be checked by the Responsible Person and then photocopied and placed in the child's enrolment folder.
- Once all of the children left the service the Responsible Person will check if all of the children have been signed out. If there are children still signed in but they are not at the service, the responsible person will call the parent/carer to ensure that the child was collected.
- All Parents/Carers must ensure that their child/ren are collected by the time the service closes at 6pm. If for any reason a parent/carer will be late to collect their child they must call the centre and two staff members will stay with the child until they have been signed out and collected.

Nominated Supervisor/ Responsible Person	<ul style="list-style-type: none"> <li>• Implement the Safe arrival of children policy and procedures</li> <li>• Ensure that an attendance record is kept with: each child's name; the date and time they arrive and depart; and the signature of the person who delivers or collects the child, a nominated supervisor or educator. Parents and educators sign in/out on an Ipad and therefore a physical signature is not required. (regulation 158)</li> <li>• Ensure that a risk assessment is conducted to identify and address any risks that a child's travel may pose, and clearly states who holds the duty of care for children during these periods of travel</li> <li>• Take reasonable steps to ensure that educators and staff are aware of, access and use the risk assessment to manage risks and maintain the safety of children during periods of travel</li> <li>• Implement systems so that children only leave the service premises: <ul style="list-style-type: none"> <li>- If they are given into the care of a parent, an authorised nominee named in the child's enrolment record, or a person authorised by the parent or authorised nominee</li> <li>- In accordance with the written authorisation of the child's parent or authorised nominee</li> <li>- If they are taken on an excursion or on transportation provided or arranged by the service, with written authorisation from the parent or authorised nominee</li> <li>- If they are given into the care of a person or taken outside the premises because the child requires medical, hospital or ambulance care or treatment, or because of another emergency (regulation 99)</li> </ul> </li> <li>• Ensure that an enrolment record is kept for each child which contains the information set out in regulations 160 and 161, including authorisations from families</li> <li>• Ensure all supervision requirements are met during travel to and from the service premises, including relevant educator to child ratios (regulations 122 and 123)</li> <li>• Communicate any changes to the travel routine (e.g. a different walking route is proposed due to inclement weather) to educators and staff</li> <li>• Should any incidents occur relating to the safety of children during travel between the service and an education or early childhood service, (e.g. a child cannot be accounted for) ensure that the response meets all regulatory requirements, including implementing your Incident, injury, trauma and illness policy and procedures (regulations 86 and 87).</li> </ul>
Educators	<ul style="list-style-type: none"> <li>• Must be aware of and follow the Safe arrival of children policy and procedures</li> <li>• Ensure that the attendance record is completed when children arrive and</li> </ul>

	<p>leave, including: each child's name; the date and time they arrive and depart; and the signature of the person who delivers/collects the child, a nominated supervisor or educator</p> <ul style="list-style-type: none"> <li>• Must be aware of, access and use the risk assessment to manage risks and maintain the safety of children during periods of travel</li> <li>• Should any incidents occur relating to the safety of children during travel between the service and any other education or early childhood service, (e.g. a child cannot be accounted for) ensure that the response meets all regulatory requirements, including implementing your Incident, injury, trauma and illness policy and procedures (regulations 86 and 87)</li> <li>• Ensure that, when leaving the service, children are: <ul style="list-style-type: none"> <li>- Given into the care of a parent, an authorised nominee named in the child's enrolment record, or a person authorised by the parent or authorised nominee</li> <li>- Given into the care of a person in accordance with the written authorisation of the child's parent or authorised nominee</li> </ul> </li> <li>• All supervision requirements are met during travel to and from the service premises, including relevant educator to child ratios (regulations 122 and 123)</li> <li>• Communicate any changes to the travel routine (e.g. a different walking route is proposed due to inclement weather) to other educators and the nominated supervisor</li> <li>• Be aware of the requirements should any incidents occur.</li> </ul>
Families	<ul style="list-style-type: none"> <li>• Be aware of and follow the Safe arrival of children policy and procedures</li> <li>• Remain up to date with the service's practices related to the travel of children between the service and any other education or early childhood service, including knowledge of who holds the duty of care for children during periods of travel</li> <li>• Provide authorisations in their child's enrolment form and ensure the information is kept up-to- date</li> <li>• Complete the attendance record when their child arrives and leaves, including: their child's name; the date and time they arrive and depart; and their signature</li> <li>• Communicate any changes to their circumstances that may impact the service's practices related to the travel of children between the service and any other education or early childhood service, for example if their child will be absent from school and will not be attending the service</li> <li>• Provide written authorisation should they require a person (other than the people listed in the enrolment record) to collect their child from the service.</li> </ul>

### Links to Other Policies

- Acceptance and Refusal of authorisations
- Delivery of children to, and collection from, education and care services
- Excursions
- Providing a child safe environment
- Transportation



# Service Access

## POLICY STATEMENT

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

## CONSIDERATIONS

National Quality Standards Quality Area 6.1  
'Priority of access' guidelines from Funding Bodies

## PROCEDURE

- Our Centre will be available for children who currently attend preschool and primary school.
- No one will be discriminated against on the basis of his or her cultural background, religion, sex, disability, marital status or income.
- The Centre will try to meet any specific needs of the families in the local community
- The Centre will ensure that access to children and families with special needs is catered for.
- The Centre will follow the Commonwealth Government Priority of access guidelines for allocating a place at the Centre where a waiting list exists.
- A waiting list will be developed (if required) and updated regularly which identifies, priority of access eligibility, date placed on list and required days of care.
- Placement from the waiting list is determined by priority of access guidelines, siblings of children already in care, and date of placement on the waiting list.
- Parents are able to access their status on the waiting list on request.

# Sleep and Rest

## POLICY STATEMENT:

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

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

## CONSIDERATIONS:

### **Education and Care Services National Law & Regulations**

S165, 167, 168 (2) (a)

R81 (Sleep and rest)

R84a, 84b, 84c

### **National Quality Standards & Elements**

Standards 2.1 and 2.2

Elements 2.1.1 and 2.2.1

### **Links to other service policies**

Incident, Illness, Injury and Trauma, Providing a Child Safe Environment, Supervision, Risk Assessment and staffing policies.

### **Other documentation/evidence**

- My Time, Our Place.
- Safety checks
- Risk assessments
- Evidence-base
- practice –
- [www.acecqa.gov.au/](http://www.acecqa.gov.au/)
- resources/information
- sheets/safe-sleep-and-rest-practices

## PROCEDURES:

### (a) **Safe Sleep Practices for all Children**

In accordance with the Education and Care Services National Law and Regulations, the service will ensure that the needs for sleep and rest of children in the service are met, having regard to the ages, developmental stages and individual needs of the children.

The service's Sleep and Rest Policy is based on recommendations from the evidence-based practice detailed on the ACECQA website.

The service consults with families about their child's individual needs and to be aware of the different values and parenting beliefs, cultural or otherwise that are associated with rest.

If a family's beliefs and practices are in conflict with the evidence-based practice recommendations, then the service will not endorse an alternative practice, unless the service is provided with written advice from a medical practitioner.

The service has a duty of care to ensure that all children are provided with a high level of safety when resting or sleeping while in care. Always – we monitor all resting children closely.

In meeting the service's duty of care, it is a requirement that management and educators implement and adhere to the service's Sleep and Rest Policy.

All children will rest with their face uncovered.

Children's rest environments are free from cigarette or tobacco smoke.

The rest environment, equipment and materials will be safe and free from hazards.

Educators monitor resting children at regular intervals and supervise the rest environment.

#### (a) **Rest for School Age Children**

If a school age child requests a rest, then there is a designated area for the child to be inactive and calm, away from the main group of children. (In the classroom next to the main aftercare room in the book corner)

The designated rest area may be a cushion, mat or seat in a quiet section of the care enviro quiet, solitary play experiences are available for those school age children who request the need for a rest or time away from their peers.

Safe resting practices are relevant to school age children because, if they are resting or sleeping, they should be monitored at regular intervals and a school aged child's face should be uncovered when they are sleeping as described above.

Educators will show awareness of children's comfort and avoiding overcrowding when children are in need of rest or sleep. Other children will need to be moved away and reminded to show respect and lower their voices.

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

#### (a) **Safe Resting Practices for a Child who is Unwell**

Refer to the service's Incident, Illness, Injury and Trauma policy for additional information.

Child will be encouraged to rest in a quiet, comfortable and safe place.

Child will be encouraged to lie down & make themselves comfortable when displaying signs of being unwell.

Children will be allowed to find their own sleeping position.

All children will rest with their face uncovered. Yes – only a light sheet or blanket.

An educator must be in the same room as the sleeping/resting child and must initially record the temperature of the child. They must record the child fell asleep on our record sheet and

continue to monitor the child in 15-minute increments.

Children who are unwell (and waiting collection from a parent /guardian) will be given the highest supervision priority and monitored constantly especially if the child has a high temperature, vomited or received minor trauma to their head. For example, a child who has received a blow to the head while playing sport.

Parents will be contacted immediately to make arrangements to collect the child as soon as possible.

**(a) The Rest/Sleep Environment and Equipment**

The service will ensure a rest or sleep space is available or can be made available to children at all times. This could include a quiet area with cushions, a book corner with beanbags, a lounge or armchair etc.

The area and equipment will be checked regularly as part of the services safety check and hazard identification practices.

The sleep/rest area will be in a clear line of sight and a staff member will supervise the area at all times when there is a sleeping/resting child.

Hygiene standards will be maintained when children use the rest/sleep area and equipment such as regularly washing pillow cases and blankets, particularly when a child is unwell.

There may be occasions where children with additional needs will need to sleep or rest in their wheelchairs or other equipment such as a modified stroller. It is important that children are not left alone whilst sleeping in these and that the restraints are sufficiently fastened. N/A at this point.

The service will ensure the room temperature, airflow, noise and lighting is conducive to sleep and rest when necessary. We will need to modify the environment where necessary.

Children's clothing items should be checked prior to them sleeping to ensure it doesn't present any hazards to them whilst asleep.

# Staff Code of Conduct, Uniform & Professionalism

## Policy

The professional attitude and behaviour of the staff is of utmost importance to the provision of a quality service with a positive reputation in the community and the standard of care provided for the children and families in the centre. We aim to provide clear guidelines to the staff regarding the expectations for their professional behaviour in the centre.

## Considerations

- Network's Code of Professional Practice
- National Quality Standard Quality Area 4.1
- National Quality Standard Quality Area 4.2

## Procedures

Staff professional code of conduct, duty of care and expectations will be discussed in the initial orientation process of all new staff.

Staff 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 staff. The Management in conjunction with the Nominated Supervisor will immediately address any breach of the professional expectations outlined. If the concern involves the Nominated Supervisor, two representatives from the Management Committee 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.

Staff will be made aware of the centre's philosophy and policies and will be expected to follow these. Should staff have any concerns with the policies they are to raise this with the Nominated Supervisor.

Staff will be expected to know, understand, and perform their duties as detailed in their job description.

Staff will be expected to maintain and improve their skills through participation in staff training and development opportunities. The management committee will ensure that monies are made available in the budget for staff training.

Staff will be expected to start duties on time.

Staff will be expected to dress appropriately for their duties, in closed-toe shoes, staff name badge & hat (when outdoors).

Staff will be expected to present a professional image with regard to their appearance and standards of dress and maintain excellent standards of personal hygiene at all times.

Staff should wear clothes appropriate to their job responsibilities, and they should be kept clean and tidy at all times

Staff must not wear any clothing displaying derogatory or discriminatory logos. This does not demonstrate the professional nature of the workplace.

If staff arrive for work in a manner that does not comply with this policy, their manager shall advise that they are not dressed or groomed appropriately to perform their duties. As a result, they may be sent home to change with any resulting lost time being unpaid.

Staff must not attend work under the influence of drugs or alcohol.

Staff must not attend work when they are unfit to do so due to injury or sickness and must inform the centre as soon as possible

Staff will use only suitable language that is not offensive to other staff, parents, and children.

Staff will be expected to maintain confidentiality.

The centre is a smoke free zone. Staff may not smoke in or around the building, or in sight of the children.

Staff will be expected to know and comply with the Child Protection policies.

Staff must disclose to the Nominated Supervisor any secondary work such as babysitting for a child/ren who attends our service as this may be deemed a conflict of interest.

The quality of the centre and positive working environment is dependent on good staff-parent relationships.

The maintenance of good teamwork will be an expectation outlined in all job descriptions.

Staff will be provided with Network's 'Code of Professional Practice for OOSH Services.

Any conflicts that arise must be addressed as outlined in the grievance procedure.

### **Use of Mobile Phones or Devices**

Annandale After School Centre Inc retains the right to exercise discretion with regard to the use of technology by Educators at the Service. Privately owned devices (phones and smart watches) should not be used during periods of supervision. Under no circumstances should children be photographed using Educators' private devices.

Annandale After School Centre Inc recognises that in emergency situations an Educator may use their mobile phone as a means of fulfilling their care obligations (e.g., Hubhello to mark the role or calling emergency services). While use of a service-owned device is preferable, Annandale After School Centre Inc will exercise common-sense in such situations.

Annandale After School Centre Inc recognises that the internet can be a valuable tool in child-lead, responsive programming. Annandale After School Centre Inc will resource Educators to execute the program. If an Educator feels use of a device would be beneficial to respond to children's play and learning suggestions, they should refrain from using personal devices and instead discuss this with the Nominated Supervisor.

### **Determining responsible person present**

Under usual circumstances the Nominated Supervisor will be the person responsible for the day to day running of the Centre.

If the Nominated Supervisor is not present, a Responsible Person will be nominated. The Responsible Person will be made aware of their legal obligations prior to signing a consent to be Responsible Person. The service will consider a person's competency, length of service, and qualifications or training when selecting a Responsible Person.

# Staffing

## **POLICY STATEMENT:**

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

## **PROCEDURES:**

### **(a) Staff Selection**

- QUALIFICATIONS:

- **Coordinator**

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

- **Assistant Coordinator**

- ✓ Relevant training as above and/or relevant experience to successfully fulfill the position.
- ✓ Holds a current first aid certificate or are willing to undergo training to obtain this.

- ✓ A person of good character, who can be entrusted with providing adequate care for the welfare of the children.
  - ✓ Awareness of child protection responsibilities.
  - ✓ Has an interest and desire to work with children.
  - ✓ Has an ability to communicate with adults and children.
  - ✓ The assistant shall be a minimum of 18 years.
- RECRUITMENT: SELECTION PANEL
    - When a position becomes available, management will appoint a panel to conduct the selection process.
    - Three people will be on the panel, two members of management and the coordinator if selecting an assistant. A convener of the panel will be nominated.
    - Where the position is for the outgoing Coordinator, a staff representative will be placed on the panel
    - The panel will:
      - ✓ Approve the job description and select criteria for the position.
      - ✓ Determine the method and placement of advertising and place the advertisement including notification of the Working with Children Check (WWCC).
      - ✓ Ask applicants to consent to screening.
      - ✓ Short-list the applicants.
      - ✓ Arrange interview questions, date and time.
      - ✓ Contact the applicants for interview.
      - ✓ Conduct the interviews.
      - ✓ Arrange for the WWCC to be conducted on the preferred applicant.
      - ✓ Ensure that approval for selected educator has been approved under WWCC.
      - ✓ Make a decision on a suitable applicant, which is put before management for final approval.
      - ✓ Offer the position to the successful applicant and contact the unsuccessful applicants after the position has been accepted.
      - ✓ Set date for the commencement of employment and orientation of the new person.
      - ✓ Prepare letter of employment and contract.
- RECRUITMENT: ADVERTISEMENTS
    - Advertisements shall be placed at least in the local and regional papers. The Sydney Morning Herald will also be considered.
    - Advertisements are to include:
      - ✓ Job title.



- ✓ Specific employment information, including hours of work and Award rate.
  - ✓ Include that a WWCC is required.
  - ✓ Advice to applicants to include their contact telephone numbers, a resume, a minimum of (2) referees with at least one a work reference, and full contact details.
  - ✓ Closing date and postal address for applications.
  - ✓ Contact name and number where the applicant can obtain more information.
- RECRUITMENT: INTERVIEW
    - The selection panel will draw up suitable interview questions, which relate to all aspects of the position and ensure equal opportunity guidelines are followed. The panel will decide who will ask each question.
    - The panel shall draw up a list of essential requirements for each answer.
    - No longer than 5 days after the closing date the panel will meet to discuss the applications, develop a short list and decide on the interview date and times.
    - An appropriate time frame (approximately 30 minutes) will be allocated to each interview, with a short break between, for discussion.
    - A nominated person on the selection panel will contact the applicants to determine the time and date of interview.
    - Each applicant will be given a copy of the job description and relevant child protection forms before the interview.
    - Each applicant will be asked the same questions with their answers recorded.
    - The panel can use a rating scale to evaluate each applicant's answers.
    - Management will discuss each applicant and their suitability for the position based on their answers, qualifications and experience, comments from referees, and the selection criteria drawn up by the panel.
    - Should management have difficulty in deciding between two applicants, a second interview for these applicants will be conducted, with new questions.
    - Management will then make a decision on the applicant for the job according to the selection criteria. The preferred applicant's referees will be contacted to confirm applicant's suitability and checked with the approved screening agency before offering the applicant the position in a 'child related' field.
    - Should the applicant decline the position, management will either make a second choice from the other applicants or if none are seen as suitable, re-advertise the position.
  - RECRUITMENT: NOTIFICATION
    - Applicants will be given an approximate time that they will be contacted regarding their success for the position.
    - A person on the selection panel will notify the successful applicant and negotiate a starting date. Preferably offers of employment will not be made until the screening check has been completed. If this is not reasonably practical, the employment is to be offered subject to the check being completed. Applicants are to be notified of this condition.

- A letter of confirmation will be sent to successful applicant requesting acceptance in writing.
  - After the appointment has been made and accepted the other applicants will be notified that the position has been filled.
- **RECRUITMENT: EQUAL EMPLOYMENT OPPORTUNITIES**
    - All educator positions will be advertised according to Equal Opportunity Legislation.
    - No one will be discriminated against on the basis of their cultural background, religion, sex, disability, marital status or income.
    - All applicants and referees will be asked the same questions.
    - All applicants will be selected according to equal opportunity guidelines.
    - Selection will be based only on suitability for the position based on the selection criteria, which have been drawn up by the panel. The criteria will cover issues such as qualifications and experience, appropriate knowledge to meet the children's needs, good communication skills, and demonstration in being a fit and proper person for the job, including Working with Children Check and appropriate answers to the interview questions.

**(b) Conditions of Employment:**

- All relevant conditions set down by the award will apply to all employees.
- This includes sick leave, annual leave, rostered days off, overtime, jury duty, study leave, carers leave etc.
- Management will ensure they are aware of the appropriate conditions and keep up to date in relation to any changes in the Award.
- Educators are encouraged to remain up to date with their appropriate conditions and inform management of any changes.
- Educator appraisals will take place after a period of one month in the position.
- Appraisals will then be conducted on an annual basis.
- All educators will maintain professional behaviour at all times.
- All grievance issues are to follow the appropriate procedures as outlined in the grievance and discipline and dismissal policies.
- Educators will be paid fortnightly in the form as advised by management.
- Annual leave will be taken as negotiated with management.
- Annual Leave, when necessary, will be rostered to ensure the required staffing levels are maintained at all times.
- Applications for leave must have 4 weeks prior notice and be approved by management.
- Management, based on each individual's request, will determine applications for leave without pay.
- Each educator will supply and record their full name, address, date of birth, evidence of any qualifications they hold including first aid and the identifying number of the employees Working with Children Check.

**(c) Staff Orientation:**

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

**(d) Staff Professionalism:**

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

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

**(e) In-service Training and Development:**

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

educators attending, and costs.

- All educators will be given the opportunity to be involved in some form of training throughout the year.
- All educators will be given opportunities to upgrade their qualifications in line with the National Quality Framework.
- A variety of training methods will be used including:
  - ✓ Internal workshops, which can be conducted by educators or outside presenters.
  - ✓ External meetings with other service to exchange ideas.
  - ✓ Time allocation made to educators to review any new resources that may be of value.
  - ✓ External workshops, conferences and seminars.
  - ✓ Accredited short courses provided by registered training organisations.
- Educators are encouraged to share relevant skills and knowledge they obtained from any training with the other educators in staff meetings or where more time is required in an internal workshop.
- All educators will be considered to be at work for the duration of any training activity they attend for the service.
- The service will cover the costs of all authorised training. The individual however will cover tertiary study costs.

**(f) Review and Appraisal:**

- All educators will be informed of the appraisal system on acceptance of the position and given details in the orientation process.
- An initial review will be undertaken after a period of one month in the position.
- Appraisals will then be conducted on an annual basis.
- Educators and management will agree with the format of the appraisal system, which may be updated to more suitable systems after review, discussion and endorsement by management and educators.
- All educators will be given at least two weeks notification of an upcoming appraisal and a convenient time arranged for both parties.
- The appraisal system shall clearly state the expectations for each position and identify clear performance measures.
- The appraisal system shall ensure two-way communication is maintained and is used as a positive avenue for improving staff performance.
- The appraisal system can be used, as a tool to identify future training needs of the educators.
- At the completion of the appraisal an action plan will be developed identifying areas of training, and action to be taken and goals set for each educator. This will be agreed to and signed by both parties.
- Where it is identified that the educator is not meeting the required performance measures then the following will be undertaken:
  - ✓ Action plan developed to identify areas for improvement. This will include a time frame for further review.

- ✓ Training areas identified and put into place as soon as possible.
- ✓ Support and guidance given to the educator to help them through the process and assist them in achieving the required standards.
- ✓ The support can be given through the coordinator or the management liaison officer.
- ✓ A record made of the above, dated and signed by both parties.
- ✓ Should no improvement be made by the next review then further action will be taken.
- If the educator is still dissatisfied, then they should put their concern in writing asking for the decision to be reviewed or that they wish to pursue the issue further through other avenues. These could include the union or mediation.

**(g) Grievance Procedures:**

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

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

**(h) Disciplinary Action:**

- It is important that the educators are fully aware of their expectations as an employee in the service and that clear guidelines are given regarding educator's duties, code of conduct and professionalism.
- Management will ensure that all educators are given clear job descriptions and orientation into the position with opportunity to clarify any issues.
- Educators are responsible to address any concerns and clarify any issues in the job description or expectations that they are unsure of.

- Educators are encouraged to maintain good working relationships and have a commitment to maintaining a quality standard of work.
- Educators will be given clear notification should their standard of work or conduct fall below what is expected and outlined in their job description.
- Educators have the right to appeal against any allegation and the right to speak on their behalf or to have a union representative appear on their behalf.
- The following steps will be followed to deal with poor work performance or conduct. There may not be the need to go through all the steps when the issue is resolved however staff should be aware of the whole process.
- Should educators fall below clearly identified standards then the Coordinator or Management will:

- STEP 1: VERBAL WARNING.

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

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

- STEP 2: WRITTEN NOTICE.

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

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



- STEP 3: FINAL WRITTEN WARNING.

- 1. If the problem still persists another meeting of management should be called, and the educator given notice to attend.

- 2. The matter should be discussed as per the first meeting and further action considered.

- 3. At this stage the educator will be given a "final written warning".

- 4. Again the educator has the right of reply and can discuss the situation. They also have the right to have a union representative or person of their choice attend the meeting.

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

- STEP 4: TERMINATION OF EMPLOYMENT.

- 1. If the problem still continues after the 3 warnings, another special meeting of management will be called, and a decision made as to the employment of the educator.

- 2. If management believes that the educator's performance is unlikely to improve then the educator will be dismissed.

- 3. A written notice will be given indicating date of dismissal (1 week from notice) and reasons for dismissal.

- 4. The educator may be paid out in lieu of such notice.

- PROCEDURE FOR DEALING WITH SERIOUS UNACCEPTABLE BEHAVIOUR:

- Where an educator in the workplace:

- Intentionally endangers life.

- Is found stealing.

- Reports to work under the influence of drugs or alcohol.

- Inflicts or threatens physical or sexual abuse or harassment.

- The coordinator or management will suspend the employee without loss of pay pending an investigation.

- The investigation is to be completed within 72 hours and an interview date determined.

- If the employee is a union member the union representative will be informed.

- The interview is to be attended by the coordinator, a nominated representative of management, the person reporting the unacceptable behaviour and the union representative if desired. The employee is to be advised formally of the findings of the investigation and the action being taken.

- When immediate termination is required, a dismissal notice is prepared at the interview. When continued employment is recommended a warning letter will be issued.

- All the relevant records will be recorded on the employee's file.

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

**(i) Relief Educators:**

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

**(j) Volunteers, Students and Visitors:**

• VOLUNTEERS

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

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

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

**(k) Educator: Child Ratios:**

- The educator: child ratios as outlined in the National Standards will be met at all times.
  - ✓ There will be a maximum of 15 children to 1 educator.
  - ✓ There will be a maximum of 8 children to 1 educator for excursions.
  - ✓ There will be a maximum of 5 children to 1 educator for swimming.
- There will be a minimum of 2 educators present at all times.
- When educators are sick or unable to attend work, appropriate relief educators will be employed to meet the standards.
- For an emergency or if an educator becomes sick, a replacement should be obtained where possible before the educator leaves the service.
- If a relief educator is unable to be obtained, suitable volunteers may be employed on a casual basis to cover the numbers.
- Volunteers will only be counted on excursions to make up the higher number of educators required, or when temporarily employed.
- Students will not be counted as part of the educator: child ratio, at any time.

**(l) Communication:**

• EDUCATORS/MANAGEMENT

- Educators and management are to treat each other with respect, courtesy and understanding.
- Appropriate language is to be maintained at all times.
- The coordinator is the main line of communication between the educators and management.

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

- EDUCATORS/FAMILIES

- Educators will create a comfortable and supportive environment for families and strive for open communication and good relations.
- Educators and families will treat each other with respect, courtesy and understanding.
- Appropriate language is to be maintained at all times.
- Educators will not be 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 fare welled 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 fare welling

- ✓ Personal conversations
  - ✓ Notice boards
  - ✓ Parent handbooks
  - ✓ Newsletters
  - ✓ Information from management
  - Educators will ensure that families are fully aware of all lines of communication and ensure these are followed.
  - Educators will be aware of their limitations in relation to family's problems and ensure they are referred to the appropriate people when required.
  - Families and educators are requested to maintain confidentiality at all times.
  
- EDUCATORS/CHILDREN
  - Educators and children are to treat each other with respect, courtesy and understanding.
  - Educators will respect children's opinions and encourage their participation in the planning of the program and in establishing a code of behaviour for the service.
  - Appropriate language is to be maintained at all times.
  - Educators will use appropriate voice tone and level when talking to children. Shouting will be avoided.
  - Educators will be supportive and encouraging and communicate to children in a friendly positive and courteous manner.
  - Educators will greet and farewell children each session.
  - Educators will initiate conversations with all children and develop an understanding of the child and their interests.
  - Educators will give praise and positive feedback to the children as often as possible.
  - Educators will form friendly and warm relationships with the children in their care.
  - When communicating with children, educators will ensure that they are understood and to communicate at the child's level.
  - Children will never be singled out or made to feel inadequate at any time.
  - Educators will not threaten or verbally abuse the children in any way.
  
- EDUCATOR/EDUCATOR:
  - Educators are to treat each other with respect, courtesy and empathy.
  - Appropriate language is to be used between educators at all times.
  - Educators are expected to work together as a team and be supportive of each other in the workplace.
  - Staff meetings are appropriate times to raise matters of interest or concern to other educators. The coordinator will arrange for educators' contributions to be placed on the meeting Agenda.

- Educators are expected to read minutes of meetings and to take notice of changes to service policy and procedures.
- Educators are to read the daily communication book prior to the commencement of each roster.
- Educators will familiarise themselves with the content of all notices displayed around the service.
- An educator with concerns about the work practices or standards of another educator will firstly approach that person to discuss the matter. If the matter remains unresolved, then the grievance procedures will be followed.
- Educators should not unnecessarily involve families or other educators in their matters of grievance or complaint.

**(m) Staffing Arrangements:**

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

**CONSIDERATIONS:**

<b>Education and Care Services National Regulations</b>	<b>National Quality Standard</b>	<b>Other Service policies/documentation</b>	<b>Other</b>
r46, r54, r82, r83, r84, r118, r136,	Standard 2.3, Standard 3.1,	- Staff Handbook - Providing a Child	- Child Protection Legislation.

r146, r147, r148, r149, r150, r151, r168, r170, r173, r176, r181.	QA4, QA5, Standard 6.1, QA7.	<p>Safe Environment Policy.</p> <ul style="list-style-type: none"> <li>- Interactions with Children Policy.</li> <li>- Governance and Management Policy</li> <li>- Confidentiality Policy.</li> <li>- OSHC Code of Professional Standards.</li> </ul>	<ul style="list-style-type: none"> <li>- Workplace Health and Safety Legislation.</li> <li>- My Time, Our Place.</li> <li>- Children's Services Award 2010.</li> </ul>
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**ENDORSEMENT BY THE SERVICE:**

<p>Approval date: _____</p> <p>Date for Review: _____</p>
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# Sun Protection

## POLICY STATEMENT

Annandale After School Centre aims to balance the risk of skin cancer from too much sun exposure with maintaining adequate vitamin D levels in our children. We aim to take a sensible approach to sun protection in our service that empowers children to take responsibility for their own health and wellbeing (“My Time, Our Place and “Belonging, Being and Becoming.” 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 and Belonging, Being and Becoming.” Outcome 2).

Strategies for teaching sun protection in the service will be based on children actively practicing and monitoring their own implementation of sun protection strategies as active learners (“My Time Our Place.” Outcome 4). This will include children having opportunities to access UV Alerts and monitoring the exposure to the sun of both themselves and their peers (“My Time, Our Place and Belonging, Being and Becoming.” Outcome 5).

Annandale After School Centre believes that implementing a best practice sun protection policy will have a major impact on reducing their chance of our children developing skin cancer in later life.

## CONSIDERATIONS

National Quality Standard 2 Element 2.1.2 “Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury”.

National Quality Standard 6 Element 6.2.1 “Continuity of learning and transitions for each child is supported by sharing relevant information and clarifying responsibilities”

National Regulation 114 “Outdoor space – shade”

National Regulation 100 “Risk assessment must be conducted”

WHS Act and Regulations 2012

NSW Cancer Council [www.cancercouncil.com.au/reduce-risks/sun-protection](http://www.cancercouncil.com.au/reduce-risks/sun-protection)

# PROCEDURE

## Scheduling of Activities

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

## Shade

- Structured outdoor activities will be held in shaded areas whenever possible when the UV Index is 3 or above
- The service will identify shade options at various times of the day and the year within the outdoor space and promote these to the children. Educators will set up activities and play spaces to make best use of the shade.
- Children will be encouraged to use available shade when playing outside during times when the UV Index is high.

## Clothing

- Educators and children will wear protective clothing when outside during periods of time when the UV Index is 3 or above.
- When outdoors children will be encouraged to wear sun-safe clothing with sleeves, collars or covered necklines.
- Midriff, crop or singlet tops do not provide adequate protection and are not recommended. The Family Handbook will remind families and children of the appropriate clothing to wear to the service to meet the sun protection policy.
- Children will be encouraged to wear sun-safe hats that protect the face, neck and ears when outside. Recommended hats are bucket hats and broad brimmed hats. Baseball caps and visors are not recommended.
- All educators will be required to wear tops with sleeves and collars or covered necklines and longer style skirts, shorts or trousers.

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

## Sunscreen

- SPF 30+ broad spectrum water-resistant sunscreen will be available at the service for children and educators to use.
- Permission to apply sunscreen will be included in the service enrolment form. Educators will respect the parents' right to refuse authorisation to apply sunscreen however, will require children to wear appropriate clothing or play in the shade.

## Role Modelling of Staff

- Educators will wear protective clothing and practice a combination of sun protection strategies (sun-safe hats, clothing, sunglasses, SPF 30+ broad spectrum water resistant sunscreen) when in attendance at the service.
- Wherever possible, staff will seek out shade when undertaking outdoor supervision in months where the UV Alert is 3 or above.
- Educators will use opportunities to discuss with children sun protection and demonstrate a positive and proactive approach to the management of sun protection in the service.

## Collaboration with Children

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

## Education & Information

- The sun protection policy will be available to all families using the service.
- Parents will be informed of the sun protection policy including appropriate clothing requirements on enrolling their child in the centre through the Family Information Booklet.
- Where children have allergies or sensitivity to the sunscreen, parents will be asked to provide an alternative sunscreen, or the child encouraged to play in the shade.
- The centre will incorporate sun and skin protection awareness activities in the program and provide notices and posters about the topic from the Cancer Council NSW as appropriate.

## Review

This policy is adopted as standard for all OSHC services in NSW and endorsed as SunSmart by Cancer Council NSW and Network of Community Activities.  
This Policy will not be changed unless advised by Cancer Council NSW and Network of Community Activities.

# Supervision of Children

## POLICY STATEMENT:

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

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

## CONSIDERATIONS:

### **Education and Care Services National Law & Regulations**

**S51, 165, 166, 167, 170, 171**

**R 82, 83, 99, 100, 101, 102, 102A-102F, 115, 123, 155, 168, 176**

### **National Quality Standards & Elements**

Standard 2.2 Element 2.2.1

## PROCEDURES:

### Indoor Supervision

Staff should:

- Actively supervise children to identify risks and therefore minimize injury.
- Position themselves to ensure that children can be seen at all times.
- Review safety rules with children before commencing an activity that had inherent risks.
- Stop rough play before it escalates.
- Regularly scan the area to ensure all children in the area are adequately supervised and are participating in appropriate play.
- Ensure that there is a variety of activities to allow for children's interests.

Policy endorsed 2<sup>nd</sup> November 2024 Evaluation and review due 2<sup>nd</sup> May 2026

## Supervision of the toilet area

### Staff should:

- Ensure that the bathroom door that leads to the school is locked at 3pm
- Monitor the toilet area and be aware when children have gone to the bathroom and monitor when they have returned – visit the toilet area if the children have not returned within a reasonable time.
- Ensure that children are not playing in or around the toilet areas – staff need to redirect them to other activities.

## Outdoor Supervision

### Staff should:

- Ensure they are wearing a high visibility vest when supervising outdoors.
- Carry a walkie talkie with them at all times
- Ensure that the car park and school gates are closed at 3pm and monitor throughout the afternoon to ensure that the gates remain closed.
- Position themselves to allow them to watch the maximum area possible.
- Move around to ensure the best view of the area and avoid having your back to the children.
- Familiarise themselves with the boundaries and ensure that the children are playing within these boundaries at all times.
- Discuss with the children found in the out of bounds areas, the appropriate play areas, and the importance of playing where they can be seen.
- Ensure to revisit safety rules with the children and identify risks before commencing activities.
- Be aware of and prevent where possible, situations where children could potentially injure themselves or others.
- When talking to or playing with one child ensure to keep an eye on the whole group.
- Ensure that children are not playing in the shed, be aware when children have gone into the shed to get something that they are not in for a long time and come out.
- When closing the shed on the evening use the torch to ensure that nobody is inside the shed before locking.
- Conduct a head count of the children at 4pm and 5pm to ensure that all children are accounted for.

## Supervision of the Hall – Wet weather, special activities and Vacation Care

### Staff should:

- Wear a high visibility vest
- Carry a walkie talkie with them
- Check the bathrooms and school sports shed on arrival to ensure that there are non-other children in there who do not attend aftercare/vacation care
- Look to see if the teachers are in the classroom/kitchen and if they are not ensuring that the doors are locked.
- Take the first aid and asthma kits over to the hall.
- Take the emergency and evacuation plans over to the hall.
- Ensure that there is an appropriate number of activities taken over to the hall to suit the interests and number of children who are there.
- Actively position themselves so that they are able to see all of the children.
- Remind the children of the boundaries and ensure that children are playing within them.
- Ensure that the child to staff ratio is correct 1:15 for large aftercare and 1:10 for preschool aftercare.

- Ensure that the children are counted before they are taken over to the hall so that the ratios are correct.
- Ensure that there is one staff member stood outside near the shed with a walkie talkie to ensure that children who are transitioning between the hall and the aftercare building have arrived. The staff with the walkie talkies/mobile need to communicate with each other when children are between the buildings.
- Monitor the toilet area and be aware when children have gone to the bathroom and monitor when they have returned. Visit the toilet area if the children have not returned within an appropriate time.
- Children should not play in or around the toilet area – staff need to redirect them to other areas and activities.
- Monitor the children when they go outside to use the bubbler.
- Count the children before returning back to aftercare to ensure that all children are accounted for.
- Ensure that the bathrooms and school sports shed are checked to ensure that there are no children in there before returning back to aftercare.

### **Risk Assessments:**

Each supervision zone of the service comes with its own unique risks and hazards. To minimise the possibility of children, educators or visitors being harmed anywhere in the service it may be necessary for certain zones to have a risk assessment completed and documented. This will assist educators in being able to focus on supervising and interacting with children rather than dealing with hazard reduction during key supervision times.

The service will ensure that any area deemed 'high risk', based on the volume of children accessing it, the activities that happen in that zone or the number of 'near misses' that have occurred there, will have a designated risk assessment and accompanying management plan or strategy. This may be included a part of the service's daily indoor/outdoor safety check.

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

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

It is crucial that educators are aware of the different ages, personalities, behaviors, 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 educators to predict children's play patterns, which affects how educators plan and establish environments and coordinate supervision strategies to maximise children's safety and ability to play free from harm or injury.

# Transportation

## Policy

Annandale After School Centre Inc recognises that children and educators travelling for the purposes of regular transportation or for excursions have the right to be safe. We will ensure that all types of transportation undertaken will be safe and comply with all the required regulations and legislations.

## Considerations

- Road Transport Act 2013
- Education and Care Services National Regulations 2011

99 Children leaving the education and care premises

100 Risk assessment must be conducted for excursion

101 Conduct of risk assessment for excursion

102 Authorisation for excursion

102B Transport risk assessment must be conducted before service transports child

102C Conduct of risk assessment for transporting of children by the education and care service

102D Authorisation for service to transport children

- National Quality Standards:

QA2 2.2.1 At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard

QA2 2.2.2 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented

- My Time, Our Place:

LO1 Children feel safe, secure, and supported

## Procedures

### Risk assessment

Before any transport is undertaken a risk assessment will be developed to identify and assess risks that the transport may pose to the safety, health or wellbeing of any child or Educators and specify how the identified risks will be managed and minimised.

A new risk assessment will be completed for every excursion involving transportation of children. If the transportation is for "regular transportation" a risk assessment is only required to be completed every 12 months unless there is a significant change.

The risk assessment will include:

- The proposed route and duration of the transportation
- The proposed pick-up location and destination
- The means of transport



- Any requirements for seatbelts or safety restraints under NSW legislation.
- Any water hazards
- The number of adults and children involved in the transportation
- Given the risks posed by transportation, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required
- Whether any items should be readily available during transportation (for example, a mobile phone and list of emergency contact numbers for the children being transported)
- The process for entering and exiting the education and care service premises and the pick-up location or destination (as required)
- Procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking.

### **Authorisations**

All children being transported as part of regular transportation or for excursions must have a signed authorisation by their parent or other person named in the child's enrolment as having authority to authorise transportation of a child.

Authorisation must be given for each excursion, where the authorisation is for 'regular transportation' where the authorisation is only required to be obtained once in a 12-month period.

The authorisation must include the following:

- The child's name
- The reason the child is to be transported
- If the authorisation is for regular transportation, a description of when the child is to be transported
- If the authorisation is not for regular transportation, the date the child is to be transported and
- the period the child will be away from the premises
- A description of the proposed pick-up location and destination
- The means of transport
- For excursions, the proposed activities to be undertaken by the child during the excursion.
- The period of time during which the child is to be transported
- The anticipated number of children likely to be transported
- The anticipated number of staff members and any other adults who will accompany and supervise the children during the transportation.
  - Any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported.
  - That a risk assessment has been prepared and is available at the education and care service.
  - That written policies and procedures for transporting children are available at the education and care service.

### **Transport by vehicle**

Vehicle: any means in or by which someone travels i.e.: bus, car, train, ferry, boat, light rail, coach etc.

When organising transport, the person booking the transport will ensure that the vehicle can carry the appropriate number of passengers and that it is not overloaded.

When chartering a vehicle, AASC will seek to affirm the following from the company:

- All vehicles used by the service will comply with the appropriate road and transport regulations, will be mechanically sound, have regular maintenance and have third party and comprehensive insurance.
- The driver will ensure that the fuel level is sufficient to undertake the journey.
- The driver will hold the appropriate driver's license for the vehicle they are driving.
- Smoking of any substance, the intake of alcohol or the use of any illegal substance by any person while involved with the transportation of children is prohibited.

Items to be taken any time children are being transported:

- Safety Vest
- Mobile Phones
- Up to date children's attendance list including a list of children who have special medical requirements.
- Up to date children's emergency contact list
- Up to date first aid kit including any children's special medication such as EpiPens and Inhalers.
- The Transport Risk Assessment and Policy
- Transport Safety Checklists.

## **Breakdowns**

In the event of a breakdown, if safe, children should be instructed to stay with the vehicle until assistance arrives.

In the case of a vehicle breakdown, the Responsible Person will:

- Ensure that the children are kept safe at all times.
- Phone the centre to inform the Director (if they are not present)
- If necessary, the Director and the Responsible Person will discuss suitable alternative transport and organise for this to be undertaken.
- The Director or Responsible Person will inform the parents of the breakdown if necessary.

## **Accidents**

In the event of an accident, if safe, children should be instructed to stay with the vehicle until assistance arrives.

In the case of a **vehicle accident** the Responsible Person will:

- Check to see if any children or educators are hurt, conduct first aid and phone for emergency services if necessary.
- Conduct a headcount.
- Allocate Educators to travel via ambulance with any injured children if required.
- Ensure that the children are safe at all times.
- Phone the centre to inform the Director (if they are not present)
- If necessary, the Director and the Responsible Person will discuss suitable alternative transport and organise for this to be undertaken.
- If necessary, make a written statement to police regarding circumstances of the accident.

- The Director and the Responsible Person will inform the parents of the incident and ensure that all the appropriate accident procedures are undertaken.
- Report the incident to Regulatory Authority in a suitable timeframe.
- With the Nominated Supervisor organise any trauma support for children and Educators if necessary

In the case of a vehicle accident the Educators will:

- Assist with first aid.
- Comfort and calm the children.
- Ensure that the children are safe at all times.
- If designated by the Responsible Person accompany children to hospital and wait with them until parent/guardian arrives.
- Write any accident reports.

### **Chartered bus/coach**

All drivers will be supplied with the centre's name, address and contact number prior to each journey. An emergency contact number will also be provided.

When dropping off or picking up children, the vehicle must be parked in a location which limits potential hazards to children.

When transporting children by chartered bus/coach the Responsible Person will:

- Complete a vehicle safety checklist to ensure all service requirements are met.
- Ensure any route changes are communicated to the Nominated Supervisor/ Responsible person back at the service.
- Ensure all items listed previously are all packed.
- Ensure that at least one staff member who has a First Aid Certificate is in attendance on the vehicle.
- Ensure that the correct number of staff for supervision are in attendance.
- Ensure that each child is signed in to the transport upon embarking.
- Ensure that a Regular Transportation Record form is completed immediately after all children have embarked.
- Complete a roll call once all of the children are securely in their seats.
- Ensure a head count and roll call of children is completed and documented at destination.
- Ensure that each child is signed out of the transport vehicle.
- Check the interior of the vehicle to confirm that no children are left on the vehicle.
- Ensure that a Regular Transportation Record Form is completed immediately after all children have disembarked.

When transporting children by chartered bus/coach the Responsible Person will:

- Ensure any route changes are communicated to the Nominated Supervisor/ Responsible person back at the service.
- Ensure all items listed previously are all packed.
- Ensure that at least one staff member who has a First Aid Certificate is in attendance on the vehicle.
- Ensure that the correct number of staff for supervision are in attendance.
- Ensure that each child is signed in to the transport upon embarking.
- Ensure that a Regular Transportation Record form is completed immediately after all children have embarked.
- Complete a roll call once all of the children are securely in their seats.
- Ensure a head count and roll call of children is completed and documented at destination.
- Ensure that each child is signed out of the transport vehicle.

- Check the interior of the vehicle to confirm that no children are left on the vehicle.
- Ensure that a Regular Transportation Record Form is completed immediately after all children have disembarked.

### **Travelling by Foot**

When transporting children by foot, the Responsible Person will:

- Read and acknowledge the risk assessment
- Always ensure a Responsible Person who is First Aid trained, that has read and acknowledged the Risk Assessment, is accompanying the children
- Ensure that a list of the children's names and number of children travelling is taken by each group leader
- Ensure each group has a first aid bag
- Ensure each child's name is marked off on the roll as they leave the school grounds

When transporting children by foot, the educators will:

- Read and acknowledge the risk assessment.
- Ensure they take all items listed in the risk assessment.
- Make children aware of all the rules associated with walking as a group and will ensure that these rules are enforced.
- Follow the mapped-out route set by in the Risk Assessment/Permission Form.
- If a deviation from the mapped route is deemed necessary, contact the Responsible Person (if they are not present) to gain approval before proceeding.
- Conduct regular headcounts.
- Ensure children crossroads at crossings or lights where available and obey the road rules. When crossing ensure children stop ½ metre back from the road.
- Undertake extreme care crossing all roads.
- Keep children together as a group and walk in line on pavements. Staff members are to remain vigilant to ensure that no child runs ahead, lags too far behind the group or acts inappropriately
- Take appropriate wet weather gear, jackets, or sun hats to use as required.

# Videos and Films

## POLICY STATEMENT

Films and videos can be used as part of the program of activities after thoughtful consideration relating to the content and message of the film. Staff will ensure all videos and films are suitable for the children's ages and that parent's permission has been given.

## CONSIDERATIONS

Film ratings from Australian Broadcasting Authority  
Voluntary Code of Practice Section 12 (Videos and Films)

## PROCEDURE

- TV, film and video will only be viewed that have a G or PG rating.
- TV and videos may be used, and when used should be planned as part of a balanced program of activities. They could highlight a particular activity or interest in the program.
- They should not be major part of the daily activity in the Centre, except perhaps in extreme weather conditions.
- Parents will be notified that G and PG rated videos may be shown and permission sought on the enrolment form.
- Staff should preview the film or video where possible.
- Parents should sign a consent form when taking children to see a film at the cinema.
- Children should continue to be provided with other activities during the showing of a video and be properly supervised, even if the majority of the children are attending the viewing.

# WATER SAFETY

## POLICY STATEMENT:

Annandale After School Centre will plan experiences with appropriate levels of challenge where children will be encouraged to explore, experiment and take appropriate risks (“My Time, Our Place” and The Early Years Learning Framework: Belonging, Being and Becoming”. Outcome 4), including the use of water as a medium for play in both the outdoor and indoor environment and on excursions.

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

Children will wear sun smart clothing for a water-based activity, for example, hats and collared shirts and staff will role model effective sun smart behavior, for example, seeking shade, wearing sunglasses and encourage the children to do the same.

## CONSIDERATIONS:

Duty of Care

National Regulation 168

National Quality Standard 2.2

## PROCEDURES:

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

### a) Water Safety in relation to excursions

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

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

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

Policy endorsed 2<sup>nd</sup> November 2024 Evaluation and review due 2<sup>nd</sup> May 2026

experience, knowledge and skill of each educator.

A risk management plan will be undertaken for all excursions near or at bodies of water. Please refer to the service's Excursion Policy.

### *Definition of a body of water*

The service recognises the following locations are bodies of water:

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

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

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

# Work Health and Safety

## POLICY STATEMENT

We are committed to ensuring a safe and healthy working environment for staff, children and visitors. We are committed to injury management aimed at the early and safe return to work of injured staff.

## CONSIDERATIONS

Work Health and Safety Act

National Quality Standard Quality Area 2

National Quality Standard Quality Area 7

## PROCEDURE

### 1. Consultation

- Management and staff work together to identify and solve work health and safety problems.
- Management consults regularly with staff to ensure that work health and safety management is of the highest standard.

### 2. Management

- The Management Committee acknowledges that it has primary responsibility for the health and safety of staff.
- The Management Committee will ensure that WHS responsibilities are appropriately defined, and that all staff receive the training and resources they need to carry out their WHS responsibilities competently.
- Management has a duty to provide and maintain, as far as practicable, a working and learning environment and conditions that are safe and without risk to health.

### 3. Planning

To ensure that the WHS obligations are met, the management will:

- Integrate WHS and injury management into the service's management systems with the aim of preventing or minimising workplace risks
- Develop a strategic WHS plan and performance measures to achieve the aims of this policy, and regularly monitor WHS and injury management practices and improve them wherever possible
- Develop appropriate strategies for ensuring that facilities and any plant hired, purchased or provided to the service meet all relevant standards
- Provide the resources, training, information, instruction and levels of supervision needed to achieve the policy's objectives
- Employ competent and skilled persons who have the training and experience to assist them in meeting WHS policy obligations
- Consult with employees to enable them to contribute to the making of decisions affecting their health, safety and welfare at work



#### **4. Implementation**

To meet these objectives, the service will have systems in place and will delegate responsibilities to staff to:

- Ensure that the workplaces are equipped and maintained to provide for all employees' health and safety while they are at work
- Ensure that appropriate consultation mechanisms are in place
- Identify all current and foreseeable workplace hazards, assess the risks associated with them and develop strategies to eliminate or control the risks
- Maintain an appropriate workplace incident and injury reporting system that will provide information to help prevent incidents and work-related injury or illness in the future
- Encourage employees to report any suspected workplace hazard, work related injury or illness affecting themselves or others, at the earliest opportunity without prejudice to any employee
- Conduct investigations into all accidents and incidents that may expose a person to the risk of injury or illness, or result in injury or illness
- Provide for the prompt management of injured staff and for their safe and timely return to work
- Ensure that all contractors understand the safety standards expected of them and meet these standards when carrying out their work

#### **5. Employees**

All employees while at work regardless of the position they hold, will:

- Comply with their obligations under the WHS Act
- Take reasonable care to ensure the health and safety of themselves, and others under their supervision at work, including children
- Use all provided personal protective clothing or equipment (PPE) in accordance with directions, and report when any PPE requires repair, replacement or where risk assessment indicates the need for PPE to be provided by the employer
- Co-operate with management as far as necessary to enable compliance with any requirement under the WHS Act, including complying with any reasonable WH&S instruction or direction given by management
- Contribute to the service meeting its WHS strategic plan and performance levels by complying with WHS procedures
- Assist by reporting and recording all incidents and hazards that may cause injury or illness (including damage to facilities or equipment requiring maintenance)
- Participate in any training arranged to support the implementation of this policy
- Participate in consultation on any WHS issues or information
- Co-operate in any return-to-work plan developed for injured staff.