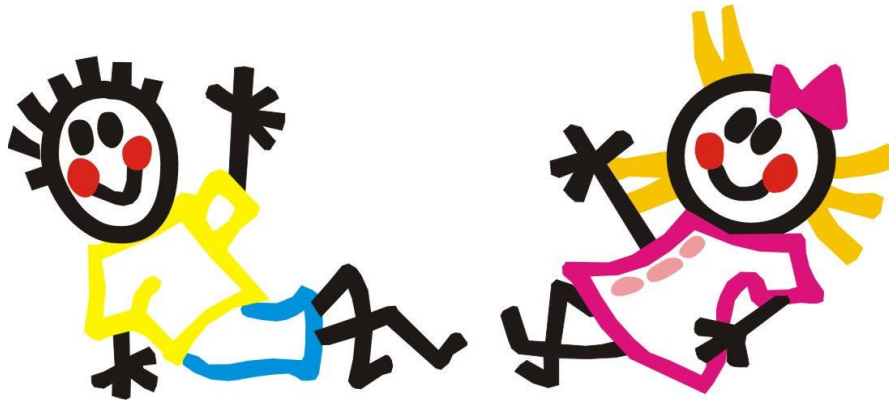

McDowall State School

Parents and Citizens Association

ABN55267229753

OUTSIDE SCHOOL HOURS CARE

Policies and Procedures Manual 2020 - 2021



McDowall State School P&C Association
Outside School Hours Care
1018 Rode Road, McDowall QLD 4053
Phone: (07) 3353 5755
Email: oshc@mcdowallsspc.org.au



Service operation Monday – Friday:

Before School Care: 6:30am-8:30am
After School Care: 2:30pm-6:30pm
Vacation Care/Pupil Free Days: 6:30am-6:30pm

Approved Provider:

Approved provider number: PR-00000465
Service approval number: QSA-731103

McDowall State School Parents & Citizens' Association

Contact person: John Bradley
Contact details: president@mcdowallsspc.org.au

Operations Manager:

Laurie Macri
Contact Details: (07) 3353 5755 or opsmanager@mcdowallsspc.org.au

Coordinator and Nominated Supervisor:

Lara Douglas
Contact Details: (07) 3353 5755 or coordinator@mcdowallsspc.org.au

Educational Leader:

Lisa Kavanagh
Contact details: (07) 3353 5755 or edleader@mcdowallsspc.org.au

Assistant Coordinator

Jo Plummer
Contact Details: (07) 3353 5755 or asstcoord@mcdowallsspc.org.au

Lead Educator:

Joshua Elmslie
Contact Details: (07) 3353 5755 or leaded@mcdowallsspc.org.au

Educators:

For an up to date list of Educators and their qualifications please see the parent information area at OSHC or contact the office on the above details.

Accounts: Lara Douglas

Administration Assistants: Karen Kocer & Melanie Kirkhope

Contact Details: (07) 3353 5755 or oshc@mcdowallsspc.org.au

Complaints, Grievances & Compliments contact:

1. Lara Douglas: coordinator@mcdowallsspc.org.au
2. Laurie Macri: opsmanager@mcdowallsspc.org.au
3. John Bradley: president@mcdowallsspc.org.au
4. Office of Early Childhood Education and Care (07) 3028 8064 or metrocity.ecec@qed.qld.gov.au
5. Queensland Ombudsman on (07) 3005 7000 or 1800 068 908
6. The Australian Children's Education & Care Quality Authority (ACECQA) 1300 422 327 or enquiries@acecqa.gov.au

Regulatory Authority:

Metro City Regional Office
Early Childhood Education and Care
Department of Education and Training
P: (07) 3028 8064 or E: metrocity.ecec@qed.qld.gov.au

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1.1 Philosophy

McDowall OSHC Statement of Philosophy:

McDowall OSHC provides safety, support and scaffolding for children's learning by engaging them in meaningful experiences which involve their interests and culture. Open communication and collaborative partnerships between children and their families, educators and the wider community foster an environment that contributes to the children's sense of identity, which aids their development and sense of identity.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act 2010 and Regulations 2011*
- *National Quality Standards*
- *'My Time, Our Place' Framework for School Age Care*

McDowall Outside School Hours Care (OSHC) philosophy reflects on the core principles and practices of the [My Time, Our Place Framework](#) and the [National Quality Standards](#) for Early Childhood Education and Care.

Learning about life through Friendship and Play

In accordance with the My Time Our Place Framework for school aged care in Australia, we at McDowall OSHC, value and incorporate its philosophy of "Belonging, Being and Becoming". Here at McDowall OSHC, we are able to work in partnership with our Friends, Families, Educators and the Community we live in.

"Belonging" allows us to *'know where and with whom [we] belong'*. Our relationships with families, friends and our community are an essential part of our present and future identities.

"Being" recognises the *"here and now"* in our lives. It recognises the importance of engaging and participating in our life's relationships and life's joys, as well as life's challenges.

"Becoming" recognises our *"ongoing learning and development"*. The interactions with our community and society during childhood help us to shape the skills we learn and the relationships we make in our lives.

Australian Government department of Education Employment and Workplace Relations (2009a). *Belonging, being & becoming: The Early Years Learning Framework for Australia*. Canberra. Commonwealth of Australia.
Australian Government department of Education, Employment and Workplace Relations (2011). *MY TIME, OUR PLACE Framework for School Age Care in Australia*. Canberra. Commonwealth of Australia.

1.2 Goals



Relevant Laws and other Provisions

- The laws and other provisions affecting this policy include:
- Education and Care Services National Law Act 2010 and Regulations 2011
- National Quality Standards
- 'My Time, Our Place' Framework for School Age Care

McDowall OSHC has a number of goals on which our service is based. These goals are based on the outcomes for children as outlined in the 'My Time, Our Place' Framework for School Age Care. Our goals are to encourage children to:

- **Have a strong sense of identity** – the service aims to teach children to demonstrate a capacity for self-regulation, negotiating and sharing behaviours by motivating and encouraging children to succeed when they are faced with challenges.
- **Be connected with and contribute to their world** – the service demonstrates awareness of connections, similarities and differences between people and how to react in positive ways by encouraging children to listen to others and to respect diverse perspectives.
- **Have a strong sense of wellbeing** – the service aims to teach children to show self-regulation and manage their emotions in ways that reflect the feeling and needs of others by showing care, understanding and respect for all children.
- **Be confident and involved learners** – the service aims to teach children to use reflective thinking to consider why things happen and what can be learnt from these experiences by encouraging children to communicate and make visible their ideas, theories, collaborate with children and model reasoning, predicting and reflecting processes and language.
- **Be effective communicators** – the service aims to teach children to convey and construct messages with purpose and confidence, including conflict resolution and following directions by modeling language and encouraging children to express themselves through language in a range of contexts and for a range of purposes including leading and following directions.

Policy Group

2:

Children

2.1 Respect for Children Policy

The service recognises and acknowledges that the children, their wellbeing, health and safety are the main focus. Children are to be treated by educators and other staff members at all times as unique and valued individuals and with respect and dignity.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*

- 'My Time, Our Place' Framework for School Age Care
- NQS Area: 1.1; 1.2; 2.1.1, 2.1.2; 2.3.4; 4.2.1; 4.3.2; 5; 7.1.1, 7.1.2; 7.2.1, 7.2.3, 7.3.5.
- Policies: 2.4 – Arrivals and Departures of Children, 2.5 – Reporting of Child Abuse, 2.6 – Behaviour Management and Support, 2.8 – Anti-bullying, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 2.15 – Children's Property and Belonging, 3.3 – Educators Practice, 4.9 – Children's Toileting.



Procedures

The children are to be considered and, as far as reasonably possible, actively involved in the ongoing development of:

- Program and activities (see Policy 3.1 – Educational Program Planning)
- Behavior expectations of the Service (see Policy 2.6 – Behaviour Support and Management)
- the physical aesthetic environment of the Service (NQS Area 3 – Physical Environment)

Educators will: -

- Foster all children's self-esteem and confidence, empowering them to make choices and guide their own play;
- Promote children's sense of belonging, connectedness and wellbeing by interacting in a consistently positive and genuinely warm and nurturing manner;
- Have high expectations for each child, valuing their individual capacity to achieve and ensuring they experience pride in their achievements;
- Respect the diversity of all children's backgrounds and abilities and accommodate the individual needs of each child;
- Treat all children equitably and respond positively to all children who require their attention; and
- Communicate with children respectfully, taking the time to listen and value what they say.

2.2 Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm Policy

The Service regards with utmost importance its role in the protection of children in its care. This includes the Service's moral and legal duties to care for children associated with the Service whilst not in the care of their parents or other primary carers. Such a policy includes a statement of commitment to the safety and wellbeing of children whilst attending the McDowall OSHC service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Child Protection Act 1999 and Regulations 2000*
- *Family and Child Commission Act 2014*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Duty of Care*

- *NQS Area: 2.3; 4.2.1; 7.1.1, 7.1.2, 7.1.5; 7.3.2, 7.3.5.*
- *Policies: 2.5– Reporting of Child Abuse, 2.6– Behaviour Support and Management, 2.8– Anti-bullying, 2.9– Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 3.3– Educators Practice, 4.9– Children’s Toileting.*



Procedures

Management, nominated supervisors and educators shall be committed to providing an environment that is safe and promotes the well-being of all children at all times through:

- Requiring that educators and management are inducted to and sign a code of conduct (see Policy Group 8 and 10).
- Ensuring educator employment and training procedures are used so that the Service employs suitable people and conducts adequate orientation and induction (see Policy Group 8).
- Ensuring educators are directed that, when setting up for all activities, there is a safe physical environment as far as reasonably foreseeable.
- Children are actively supervised to ensure that they are protected from harm caused by:
 - physical injury; or
 - Harassment and other non-physical harm to the child, whether caused by other children, staff, parents of other children or any other person.
- Educators seek to ensure that they are not alone at the Service with a child, except in an emergency.
- Educators will supervise all areas available to children.
- Written parental permission will be obtained for children to be photographed at the service. Photographs will be for service use only.
- Educators will instruct the children to inform them when going to the toilet and will ensure that the Children’s Toileting Policy (see Policy 4.9) is followed at all times.
- Educators, ancillary staff and volunteers are to comply with legal requirements to apply for, and hold, the appropriate child worker clearances under the Working with Children (Risk Management and Screening) Act 2000

The Approved Provider (or in the case of an Approved Provider being a corporation, the executive officers) will comply with legal requirements to hold a current positive suitability notice under the *Working with Children (Risk Management and Screening) Act 2000*. The Coordinator acts as, or has designated an appropriate person to act as, Quality Officer for the Service (see Policy 10.1 – Quality Compliance) and in this capacity:

- Is to keep a copy of the clearances and suitability notices referred to above; and
- Ensures that the Service and its staff are aware of all legislative requirements and changes relating to the protection of children, including under the *Education and Care Services National Law Act 2010 and Regulations 2011, Working with Children (Risk Management and Screening) Act 2000* and other relevant legislation.

2.3 Educator Ratios Policy

Educators/child ratios will be in keeping with, or better than, those set out in the Education and Care Services National Regulations 2011. In setting staff ratios, consideration will be given to the activities undertaken, ages and abilities of the children and any special needs that the children may have.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Duty of Care*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- NQS Area: 1.1.5; 2.1.1; 2.2.2; 2.3.1 2.3.2, 2.3.3; 3.1.3; 3.2.1; 3.3.2; 4.1; 4.2.1; 5.1.2; 5.1.3; 6.1.3; 6.3.3; 7.1; 7.2.2; 7.3.1, 7.3.2, 7.3.3, 7.3.5.
- Policies: 3.5 - Excursions, 3.6 - Transport for Excursions, 4.5 - Illness and Injury, 7.2 – Drills and Evacuations, 7.3 – Harassment and Lockdown.



Procedures

In setting educator ratios, Management will be guided by the Education and Care National Regulations 2011 and the transitional provisions for Queensland, which set out the following:

- A maximum of 15 school age children to 1 educator;
- Educators must be working directly with children to be included in the ratios;
- At least one Educator, with the required first aid qualifications, will be in attendance at any place children are being cared for, and immediately available in an emergency, at all times that children are being cared for by the service.

Due to the large size of the service, where possible we endeavor to maintain a ratio of 1 educator to every 12 children in order to ensure that we are providing adequate supervision. While this is our preferred ratio, at times we may need to use the legislative requirement of 1 educator to 15 children; at no time will we exceed the ratio of 1:15.

Children who may require additional support, assistance or attention are considered. This may include extra educators in accordance with funding and support arrangements for that child.

For excursions, educator ratios will be determined once a full risk assessment of the activity has been conducted. When setting these ratios, the following aspects of the excursion will be taken into account:

- The proposed route and destination for the excursion;
- Any water hazards and/or risks associated with water-based activities; and
- The transport to and from the proposed destination for the excursion; and
- The number of adults and children involved in the excursion; and
- Given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialized skills are required (e.g. lifesaving skills); and
- The proposed activities and duration of the excursion.

2.4 Arrivals and Departures of Children Policy

The Service's responsibility for the child begins when she/he enters the premises and ends when the child leaves the premises in keeping with the Policies and Procedures set out below. For the safety and protection of children, and in keeping with Duty of Care considerations, the Service has strict procedures regarding the arrival and departure of children and particularly the persons who may collect children from the Service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- Australian Government Department of Education Children's Services Handbook
- *Child Protection Act 1999 and Regulations 2000*
- *Duty of Care*
- NQS Area: 2.3.1, 2.3.2; 4.1; 4.2.1; 6.1.1, 6.1.3; 6.3.2; 7.1.1, 7.1.2; 7.3.
- Policies; 2.3 – Educator Ratios, 2.12 - Managing Duty of Care – Non-Attending Children, 2.14 – Bookings and Cancellations.



Procedures

HOURS OF OPERATION

Before School Care 6:30am - 8:30am

After School Care 2:30pm - 6:30pm

Vacation Care 6:30am - 6:30pm

Pupil Free Days 6:30am - 6:30pm

4 Hour session: Any four (4) hour session where available during VC only.

If your child is booked in for a 4-hour session, but is actually at the center for more than the 4 hours, then you will be charged for the full day. Please be aware that 4 hours means 4 hours exactly, or less.

Centre Closure

McDowall OSHC is not open for public holiday care.

We are closed for a period of two weeks over Christmas; precise dates will be communicated to families as soon as is practicable.

McDowall OSHC does not offer alternative care for children who do not wish to attend excursions during vacation care. Should the excursion places become full, alternative care may be organised by management if we receive the minimum number of requests. This care will only be organised at the discretion of management to meet demand.

All Children will be signed in and out by the parent/guardian or other person (authorised nominee) whom the parent/guardian has nominated on the enrolment form, or subsequently in writing, as being authorised to do so.

- **Before School Care:** All children must be signed in upon arrival and signed out by an educator;
- **After School Care:** All children must be signed in by an educator and signed out by an authorised person. Children arriving after 3:30pm to ASC must be escorted to McDowall OSHC and signed

in by an authorised nominee. This includes all Extra-Curricular Activities; eg: sport, Taekwondo, Karate, Shake 'n' Stir.

It is the parent or guardians' responsibility to organise with the provider for the child to be escorted to and from extra-curricular activities and signed in and out of McDowall OSHC. An 'Extra-Curricular Activity' permission slip must be completed by parents/guardians before children will be allowed to attend these activities.

- **Vacation Care/Pupil Free Days:** All children must be signed in and out by an authorised person.

The Service takes responsibility for the child from when the child has been duly signed in until the child is duly signed out by the authorised person collecting her/him.

Educators will, where it is possible without unreasonably endangering any person, not allow children to leave the Service unaccompanied, or to be released to a person other than the parent or guardian of the child or an authorised person. If in doubt, the Nominated/Certified Supervisor will contact a parent/guardian immediately to discuss.

Where no written authority has been received, the parent or guardian may give permission by email (as the first preference) or by telephone for an alternative person to collect the child. The parent must provide the name and description of any such person concerned and proof of their identity will be required on arrival.

No child will be permitted to travel home or to another activity on their own unless written direction or approval or, in an emergency, verbal direction or approval is received from a known parent or guardian of the child. These records (including documentation of verbal approval) will be kept.

If a child is taken from the service by an unauthorised person, and either the Parent cannot be contacted or says that that person is unauthorised, the Police will be contacted and the Department of Education and Training will be notified.

Late Arrivals and Departures for After School Care

If children who are booked in to the Service for after school care have not arrived within a reasonable time of expected arrival, a parent/guardian will be contacted, a staff member will be sent to search the school, School Administration will be notified and, if possible, the child's class teacher will be contacted to confirm their attendance at school. It is the Parent/Guardians responsibility to ensure that the service has all current contact details. A Non-Cancellation Contact Fee of \$20,00 will be charged if OSHC is notified of a child's absence requiring OSHC to call the parent/guardian of the missing child/ren. This fee is charged per family and not per child

Should the Parent/Guardian not be able to be contacted on any of the provided contact details, and the child remains unaccounted for, the Police will be notified. If we have to call the police, while searching for your child, you will be charged a \$50.00 fee.

If at closing time children have not been collected or parents have not made arrangements for collection by normal closing time, parents/guardians will be contacted on the most recent numbers, and if necessary emergency contacts, provided by the parent/guardian, will be contacted.

In the event there is no response from contact numbers or parents are unable to arrange collection, advice will be sought from the police.

Please refer to Policy 10.4 Fees Policy, in regard to late fee structures.

Children Leaving Without Permission

If a child leaves the Service in any other circumstances and for any reason without permission, the Nominated/Certified supervisor will assess the situation immediately and will call the police and a parent / guardian as quickly as reasonably possible.

Educators will not leave the Service to pursue a child if:

- It will or may leave the other children in the Service with insufficient supervision; or
- It will, or may expose that staff member to an unacceptable risk of personal harm.

Children leaving the service without permission may lead to suspension or expulsion from the service.

2.5 Reporting of Child Abuse Policy

The Service applies the following principles:

- The service recognises the complexity and sensitivity surrounding the issue of suspicion of child abuse and the decision making process of whether or not to report it.
- Whilst treating the interests of the child as paramount, the service must respect the reputation of all involved in suspected cases of child abuse.
- The service recognises that relying on information that is false, exaggerated or unjust can in itself lead to a serious breach of the law.
- It is the responsibility of the Nominated Supervisor to report any incidents of suspected child abuse in conjunction with the Management Committee and professional advice obtained from the Department of Child Safety.
- The Nominated Supervisor, in conjunction with the Management Committee will report immediately any serious injury, death or suspected harm to the Office for Early Childhood Education and Care.

Policies: 2.2 - Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.10 - Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 8.4 – Educator Professional Development and Learning.

The Coordinator shall ensure that the Service and all educators have appropriate and up to date information regarding their legal obligations to report abuse.

Educators shall report all reasonably suspicious circumstances or allegations of abuse to the Nominated Supervisor who, before taking any action must satisfy herself/himself that there are reasonable grounds for the suspicion/allegation and that the motives of those concerned are genuine.

If the Coordinator/Nominated Supervisor is still concerned but is unsure he/she will discuss their concerns with a person skilled in dealing with these situations (e.g. Dept Child Safety, Office for Early Childhood Education and Care, Qld Service for the Prevention of Child Abuse or an officer of the Protective Services Division of the Department of Families, Youth and Community Care).

Before making any final decision as to the appropriate steps, other possible avenues for information and support will be considered, such as the child's teacher, the School Principal or the school guidance officer.

All persons involved in a case of suspected child abuse will be treated with sensitivity and respect and all information to the case will remain confidential (see Policy 10.8 - Information Handling (Privacy and Confidentiality)).

The Management Committee will be contacted immediately.

The Coordinator/Nominated Supervisor and representative of the Management Committee will complete the relevant Reporting of Harm Forms and forward them immediately on to the Office for Early Childhood Education and Care

Relevant educators will record all details and objective observations immediately. This record is to be kept separate from any incident book and is to remain confidential.

2.6 Behaviour Support and Management Policy

This Service recognises the wide range of age groups that access School Age Care, as well as the differing developmental needs of individual children and the variety of diverse backgrounds.

Behaviour support and management strategies play a vital role in providing a safe and happy environment and are approached by:

- Applying appropriate measures (in keeping with community standards);
- Focusing on supporting children to develop skills to self-regulate;
- Preserving and promoting children's self-esteem;
- Having regard to the other principles set out in the Philosophy Policy of the service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Duty of Care
- 'My Time, Our Place' Framework for School Age Care
- NQS Area: 1.1.5, 1.1.6; 2.1.1; 2.3; 4.1; 4.2.1; 5.1; 5.2; 6.1.1, 6.1.3; 6.2; 6.3.2, 6.3.3; 7.1.2, 7.1.4, 7.1.5; 7.2.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.
- Policies: 2.1 - Respect for Children, 2.3 – Educator Ratios, 2.7 – Exclusion for Behavioural Reasons, 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 3.10 – Observational Recording, 4.6 – Medication, 5.2 - Food and Nutrition, 9.3 – Communication with Families, 9.5 – Complaints Handling.



Procedures

Educators are trained to respond to various developmental stages of the differing ages of the children who attend the Service, and will apply appropriate behaviour support and guidance techniques which will be consistent with the Philosophy Statement of the Service.

Educators involve the children as far as reasonably possible in developing behaviour expectations for the Service.

These behaviour expectations will be clear, child focused, based on acceptable wider community expectations, easy to understand and will be on display throughout the Service. This information is also in the Educator Handbook and in the Family Handbook issued to all parents/guardians on enrolment.

Educators are required to discuss the behaviour expectations with the children on a regular basis, reinforcing why they are necessary.

Educators are required to:

- model appropriate behaviour, including using positive language, gestures, facial expressions and tone of voice;

- monitor children's play, pre-empting potential conflicts or challenging situations and support children to consider alternative behaviours;
- constantly and consistently use positive guidance strategies when reinforcing the service behaviour expectations;
- support children to make choices, accept challenges, manage change, cope with frustration and to experience the consequences of their actions;
- acknowledge children through encouragement and positive reinforcement when they make a positive choice in managing their own behavior.

Educators are not permitted at any time to use physical force/restraint, unless by not doing so will place the child at risk of serious harm. Staff will not use physical, verbal or emotional punishment and practices that demean, humiliate, frighten or threaten a child.

Supervised exclusion will be used where required to allow a cooling off period for the child. This exclusion will be no longer than 10 minutes.

Educators are required to follow the service behaviour support and management policy, including completion of an incident report to be signed by the parent/guardian at the end of the day.

Behaviour support plans will be implemented if deemed necessary by the Coordinator. Support plans will be developed collaboratively with the Coordinator, parent/guardian, child and other health/educational professionals as required.

Children are encouraged to use McDowall OSHC equipment and resources with care and respect. Willful and purposeful damage and or breakage of OSHC equipment and resources will result in the family being charged with the replacement costs.

As per the Parent Code of Conduct Parents/guardians are not permitted to approach other children attending the service regarding behavior incidents and/or issues. Parents are to discuss any incidents and/or issues with the Coordinator and Nominated Supervisor.

2.7 Exclusion for Behavioural Reasons Policy

The Service has a Duty of Care to all children who attend and educators who work within, the Service. If:

- A child exhibits inappropriate behaviour or behaviour which threatens the safety or wellbeing of any child or other persons in the service;
- In the Coordinator's reasonable opinion, the behaviour amounts, or may amount, to a threat to the safety or wellbeing of any child or other person in the service; and
- The behavior support and management procedures (see policy 2.6) have been properly applied first but without success, or the behavior presents such an immediate potential threat that it is not reasonably possible to apply those procedures;
- then the child whose behaviour is inappropriate or has caused the threat to safety or wellbeing may be excluded from the Service temporarily or, in some cases permanently immediately.
- Children who are suspended from care are not subject to pay the fees for days that they would normally attend care, however siblings of children suspended are still subject to the fees and the usual cancellation policy. Siblings of children who have been suspended from care are welcome to continue to utilise their bookings as per normal.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- NQS Area: 2.1.1; 2.3.2; 4.2.1; 5.2.2, 5.2.3; 6.1.1; 7.1.1, 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.
- Policies: 2.1 - Respect for Children, 2.6 - Behaviour Support and Management, 3.10 – Observational Recording, 9.3 – Communication with Families, 9.5 – Complaints Handling.



Procedures

If, after following the Behaviour Management and Support Policy, the unacceptable behaviours continue;

- The Approved Provider will be notified and;
- A letter will be sent to the parent/guardian detailing the child's behaviours, exclusion time and expected return date.

Prior to the child's return, a meeting will be held between the Coordinator, parent and child to discuss possible strategies. A behaviour support plan may be developed for including the child back into the program. If the child is included back and the same behaviour continues upon return, the child will be excluded permanently from the Service.

Physical danger to child or others:

If a child's behaviour causes or may reasonably cause physical danger to other children, educator or the child themselves, the parent/guardian of that child will be contacted immediately and asked to collect the child.

The child will be excluded from the program effective immediately and the lifting of the exclusion will be at the discretion of the Coordinator and Approved Provider.

Exclusion from school

For services located on a school site, if the Coordinator becomes aware of any child, who usually attends the service, being excluded from the school, they will:

- Contact the school to confirm exclusion;
- Speak with the Principal to confirm if exclusion applies at the OSHC service;
- Contact the parent to confirm exclusion from the service (in accordance with Principal's direction).

Exclusion from Excursions and Incursions

Safe, enjoyable excursions and incursions are an important part of programming at McDowall OSHC. The service reserves the right to have the child withdrawn from excursions and/or incursions if their behaviour is deemed to be unacceptable by the Coordinator or Nominated Supervisor. The Parent or guardian will be contacted to confirm exclusion from the program.

Unacceptable behaviour includes:

- Placing the safety and wellbeing of others at risk,
- Exhibiting bullying or deliberately hurtful behaviour including physical attacks, verbal attacks and indirect bullying, which includes explicit ostracism from a social group, or
- Continually refusing to comply with the rules of the service.

The parent/guardian will have the right to appeal any issues regarding expulsion by following the Complaints and Grievance Handling Policy 9.5. The appeal period expires seven (7) days after the parent/guardian receives written notice of expulsion.

While every effort is made to include all children into McDowall OSHC, there may be some children whose needs cannot be met or for whom the service is not suitable.

2.8 Anti-bullying Policy

As part of the Service's behavior management policy, specific details in regard to the service's approach to issues of bullying are described in the anti-bullying policy. The service has a duty of care to all children who attend as well as educators, staff and volunteers who work within the service.

McDowall OSHC is committed to providing a safe and caring environment, which fosters respect for others. This service will not tolerate bullying behaviours. We are committed to providing a supportive program for all stakeholders including targets, bullies and witnesses.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- Child Protection Act 1999 and Child Protection Regulations 2000
- *Family and Child Commission Act 2014*
- *NQS Area: 1.1.5, 1.1.6; 2.1.1; 2.3.1, 2.3.2, 2.3.4; 4.2.1; 5.1.3, 5.2; 6.1.1, 6.1.3; 6.2.1, 6.2.2; 6.3.2, 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- Policies: 2.1 - Respect for Children, 2.6 - Behaviour Support and Management, 3.10 – Observational Recording, 9.3 – Communication with Families, 9.5 – Complaints Handling.



Procedures

Management and Educators will:

- Model caring and tolerant behaviour towards children, parents and other staff members (including volunteers);
- Manage all observed or reported incidences of bullying as set out in this policy under "Responding to a Bullying Incident";
- Carefully monitor children's behaviour while participating in any of the service's programs or activities;
- Encourage children to report any incidents of bullying that they are either involved in or witness;
- Protect the target from further harm;
- Assist the bully to change his/her behaviour; and
- Keep a record of bullying behaviour by completing a service incident report.

Children will be encouraged to:

- Report any incidents of bullying that they are either involved in or witness;
- Help someone who is being bullied;

- Do everything they can to keep the play safe and happy; and
- Use the strategies that they have been encouraged to use to deal with a bullying incident.

Parents will be encouraged to:

- Encourage their child to report if they are bullied;
- Watch for signs of bullying and speak to McDowall OSHC educators if their child is being bullied or they suspect bullying;
- Work with the McDowall OSHC in seeking a permanent solution;
- Model caring and tolerant behaviour when interacting with children, educators or other parents; and
- Promote strategies that enable their child to feel empowered and confident if they have to deal with a bullying incident.

What is bullying?

Bullying is when someone (or a group of people) with **more power** than you **repeatedly** and **intentionally** uses negative words and/or actions against you, which causes you distress and **risks your wellbeing**.¹

Five kinds of bullying:

1. Physical bullying

E.g. Hitting, poking, tripping, pushing, biting or damaging someone's belongings.

2. Verbal bullying

E.g. Name calling, insults, homophobic or racist remarks and verbal abuse.

3. Social (covert bullying)

E.g. Lying, spreading rumours, playing a nasty joke, mimicking and deliberately excluding someone.

4. Psychological bullying

E.g. Threatening, manipulation and stalking.

5. Cyber bullying

Using technology (e.g. email, mobile phones, chat room, social networking sites) to bully verbally, socially or psychologically.

Bullying isn't:

- Mutual arguments and disagreements
- Single episodes of social rejection or dislike
- Single episode acts of nastiness or spite
- Random acts of aggression or intimidation ²

¹ National Centre Against Bullying

² The Alannah and Madeline Foundation amf.org.au

Responding to a bullying incident:

The service is committed to implementing positive and permanent solutions to bullying. Educators, children and parents will work together to stop all bullying as part of the 'no tolerance' approach.

In the event that an Educator needs to respond to an observed or immediately reported incident (either by witness, victim or third party), while such incident may still be occurring, the following procedure will be implemented:

- Educator will intervene and discuss with the children involved and witnesses. Mediation may be conducted between children with the aim to find an appropriate solution to the problem. Children are

encouraged to use conflict resolution strategies. A back-up plan is considered in the event that the first solution proves unsuccessful.

- Agreed solution implemented. Back-up plan implemented if necessary.
- Incident recorded on appropriate forms.

For reports of repeat incidents (either by witness, victim or third party):

- Interview with Coordinator, parents notified. Appropriate report on incident and management details completed. Appropriate consequences for incident discussed and implemented.
- Monitoring of implementation of consequences.

Further offences may result in suspension from the service. Re-entry may require an agreed behaviour contract. Any child suspended from care will not be charged the fees for the days they would normally attend; any siblings, however, will be subject to the usual fees and cancellation policy. Siblings of suspended children are able to attend care as per normal.

2.9 Inclusion and Anti-bias Policy

The service supports the principles of equity through implementing inclusive and anti-bias practices. At our service, the common aim in equal opportunities is to achieve equal relations between nationalities, races, religions, genders and special needs. To cultivate each child's ability to stand up for themselves and for others and act to promote equity and justice. To develop programs which support the goals of an anti-bias program. For each child to be able to recognise and challenge bias. To regularly assess the physical environment for inclusiveness and undertake to plan changes in the environment where appropriate.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- QLD Anti-Discrimination Act 1991
- 'My Time, Our Place' Framework for School Age Care
- *NQS Area: 1.1.1, 1.1.2, 1.1.5, 1.1.6; 2.2.2; 3.1.3; 3.2.1; 4.2; 5.1; 5.2; 6.1.1; 6.2.2; 6.3.3; 7.1.2, 7.1.3, 7.1.5; 7.2.1, 7.2.3; 7.3.4, 7.3.5.*
- Policies: 2.1 - Respect for Children, 2.6 – Behaviour Support and Management, 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 8.3 – Recruitment and Employment of Educators, 8.10 – Employee Orientation and Induction, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 – Complaints Handling.



Procedures

Parents will:

- Inform the Coordinator of the family and child's cultural and/or language requirements at the time of enrolment;
- Inform the Coordinator of the family and child's additional needs at the time of enrolment or whenever identified;

- Be encouraged to contribute to the program and operation of the service by sharing information about their individual needs;
- Be informed via by the service's policies and practices.

Educators will:

- Ensure that their language and daily practices are inclusive and non-discriminatory;
- Have the opportunity to develop their understanding of inclusion principles and anti-bias through professional development and active participation of in-service training;
- Ensure their behaviours comply with the service's policies and code of conduct;
- Utilise the parent's expertise in relation to their child's needs and communicate effectively with parents;
- Show respect for the various ways that families care for their children and be aware of different child-rearing practices and beliefs;
- Incorporate into the program advice identified through consultation with other professionals, the child's family and those with particular expertise in relevant areas;
- Ensure that their interactions with children:
 - Promote gender equality;
 - Promote equality regardless of race, culture or differences;
 - Encourage children to develop to their full potential regardless of different abilities or needs;
 - Acknowledge and value children's unique and individual differences.
- Implement a range of practices to actively counteract bias or prejudice such as:-
 - Provide children with a variety of experiences from a range of social, cultural, linguistic and ability backgrounds;
 - Use anti-bias language when communicating with children and families;
 - Talking to children about differences in positive ways;
 - Celebrating occasions that are relevant to a variety of cultures;
 - Sharing information with children about different cultures and ability backgrounds;
 - Providing inclusive models when discussing family structures with all children;
 - Providing inclusive resources, experiences and materials;
 - Providing information for children and families in other languages when appropriate;
 - Displaying posters and materials that are representative of a variety of social, cultural, linguistic and ability backgrounds; and
 - Ensuring the physical environment reflects an inclusive and anti-bias approach.

Management will:

- Support educators in their professional development opportunities to ensure the provision of inclusive and anti-bias programs;
- Assess service documents and communications to ensure that they are inclusive and promote an anti-bias approach;

- Ensure all enrolment policies and practices are inclusive and anti-bias;
- Provide the opportunity for parents and educators to contribute to the review of the policy on an annual basis;
- Ensure that all equipment and resources purchased are inclusive and anti-bias;
- Include in the educator selection criteria the applicant's ability to accept and implement inclusive practices and an anti-bias approach;
- Include information regarding the services commitment to inclusive practices and anti-bias in the Educator handbook and induction and orientation package.

2.10 Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Policy

The service actively works to provide all children with a safe and suitable environment. In the event that a child or relative discloses information to an adult, the service shall implement the following procedures to ensure that this information is managed appropriately and that all suspicions of harm are reported in accordance with relevant legislative requirements.

Harm is defined under the Child Protection Act 1999 as 'any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. For harm to be significant, the detrimental effect on the child's wellbeing must be substantial or serious, more than transitory and must be demonstrable in the child's presentation, functioning or behavior.

Harm may be categorised in the following types:

- Physical abuse, for example, beating, shaking, burning, biting, causing bruise or fractures by inappropriate discipline, giving children alcohol, drugs or inappropriate medication;
- Emotional or psychological abuse, for example, constant yelling, insults, swearing, criticism, bullying, not giving children positive support and encouragement;
- Neglect, for example, not giving children sufficient food, clothing, enough sleep, hygiene, medical care, leaving children alone or children missing school; and
- Sexual abuse or exploitation, for example, sexual jokes or touching and exposing children to pornography.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *NQS Area: 2.3.4; 4.2.1; 5.2.3; 6.2.2; 6.3.1; 7.1.1, 7.1.2, 7.1.5; 7.3.*

- *Policies; 2.1 - Respect for Children, 2.5 – Reporting of Child Abuse, 2.8 – Anti-bullying, 3.10 – Observational Recording, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.5 – Complaints Handling.*



Procedures

Management will ensure that educators receive appropriate child protection training, in particular ensuring that all educators are aware of the existence and application of the current child protection law and any obligations they may have under that law

Management will ensure that educators receive information and support on how to handle situations where information is disclosed to them by a child or by a member of the child's family or other person.

For educators - If you have suspicions that a child is being abused, an appropriate response should include the following:

- Have access to a copy of your organisation's internal policy and be knowledgeable about how to respond appropriately;
- Be alert to any warning signs that may indicate the child is being abused;
- Observe the child and make written notes as soon as you begin to have concerns. Pay attention to body cues such as changes in the child's behaviour, ideas, feelings and the words they use;
- Have gentle, non-judgmental discussions with the child. Expressing your concern that the child looks sad or unwell can result in disclosures. Do not pressure the child to respond and do not ask leading questions that put words into a child's mouth'
- Assure the child they can come and talk to you when they need to, and listen carefully to a child when he/she does;
- Promptly advise the person nominated by your organisation of your concerns;
- Seek expert advice, or make a report by ringing the Department of Communities, Child Safety and Disability Services or the Queensland Police Service.

Educators shall report such information or suspicions of harm in a confidential manner to the coordinator or an executive member of the management committee.

The coordinator or executive member of management shall take the required action following a disclosure or suspicion of harm:

- Ensure that the disclosure/suspicion of harm is documented by the educator involved as soon as possible;
- Report to the Department of Communities, Child Safety and Disability Services, Queensland Police Services and/or the Office for Early Childhood Education and Care to formally lodge the disclosure using the appropriate reporting mechanisms;
- If appropriate, and upon the seeking of professional advice, the service may arrange a meeting with the family to discuss the nature of the disclosure or allegation. Such a meeting may include the involvement of appropriate support persons.

The Department of Communities, Child Safety and Disability Services may be contacted by any member of staff to obtain professional advice in regard to reporting the disclosure.

The educator receiving the disclosure may be required to speak with the Queensland Police Services as part of their investigations. Under section 22 of the *Child Protection Act 1999*, a person who reports suspected child abuse is protected from civil or criminal legal actions and is not considered to have broken any code of conduct or ethics.

2.11 Including Children with Special / Additional Needs Policy

The service recognises that additional support may be required when including children with special needs into the program. These procedures will support the successful inclusion of children with special/additional needs through implementing practices which are conducive to a supportive environment to children, families and educators



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Disability Discrimination Act 1999
- *Inclusion and Professional Support Program Guidelines (2009-2012)*
- *NQS Area: 1.1, 1.2; 2.1.1, 2.1.2; 2.2; 2.3.1, 2.3.2; 3.1.3, 3.2; 4.1; 4.2.1; 5.1; 5.2; 6.1; 6.2; 6.3; 7.1.1, 7.1.2; 7.2.1, 7.2.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.1 - Respect for Children, 2.3 - Educator Ratios, 2.9 – Inclusion and Anti-bias, 4..9 - Children's Toileting, 9.1 - Access, 9.2 – Enrolment, 9.3 – Communicating with Families.*



Procedures

The family shall be required to provide relevant information upon enrolment about their child/ren which pertains to the child's special/additional need. This shall be in the format of appropriate questions on the enrolment form and interview procedure.

The service shall follow through with an equal opportunity enrolment process for all children. This will involve collecting appropriate information about children which may impact on their ability to participate in the program.

The service shall have the right to request any information in regard to the child/ren's needs so far as it may impact on their ability to participate in the program and be appropriately cared for within the service.

Parent permission shall be requested should the service wish to make contact with the Inclusion Support Agency. This shall be in the format as required by the ISA.

The service shall contact the Inclusion Support Agency to obtain advice and information about the inclusion process as required.

The processes outlined in the Inclusion and Professional Support Program Guidelines shall be followed to establish a service support plan. This may involve professional support from the ISA.

The service shall appropriately assess their capacity to include the child within the service through conducting a risk management process if necessary.

The service shall maintain the right to make a decision regarding the suitable placement of children with special needs in the service based on the information, support and advice available.

Appropriate training and support shall be provided for all educators to ensure continuity of care and commitment to inclusion.

2.12 Managing Duty of Care – Non-attending Children Policy

The service recognises that on the rare occasion, children not enrolled into the McDowall OSHC service or attending the McDowall OSHC service may seek assistance from the McDowall OSHC educators or management. For whatever reason the children seek assistance from the McDowall OSHC to ensure their safety and wellbeing, the McDowall OSHC employees shall at all times be required to observe both their duty of care and statutory obligations to the best of their knowledge and capacity.

This policy is recommended as guidance in making appropriate decision which are in the best interests of preserving the safety and well-being of all children.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.3.2, 2.3.3; 6.1.3; 6.3.2; 7.3.2, 7.3.5.*
- *Policies: 2.3 - Educator Ratios, 2.4 – Arrivals and Departures of Children, 9.2 – Enrolment, 9.3 – Communication with Families.*



Procedures

The service shall endeavour to establish a mutually beneficial relationship coexistent policy with the school (if appropriate) to ensure that the duty of care is upheld by all parties involved. To this extent the service will:

Follow school procedure by sending children to the school office if they are not booked into McDowall OSHC;

Communicate with the school office by telephone or in person that the child has been referred to the school office for collection by parents or guardians.

If the school office is unattended the Coordinator shall observe the following procedure when recording children as attending who are currently enrolled at the service:

- Make reasonable attempts to call parents or authorised persons;
- Ensure strict adherence to ratios and other legislative guidelines.

If the school office is unattended the Coordinator shall observe the following procedure when observing their duty of care for children who are not currently enrolled in the McDowall OSHC service:

- Make reasonable attempts to call parents or authorised persons (including the School Principal or Administration) known to the child;
- Ensure the children are safe and secure but not participating in the licensed activities of the service;
- Call the police for support when a reasonable time has passed without any notification.

2.13 Use of Photographic and Video Images of Children Policy

The service acknowledges the privacy of families and encourages the appropriate use of photographic and video images of children attending the service to support and promote their involvement in relevant programs and activities. Parent permission is obtained prior to any photographs/videos of children being taken or displayed.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Family and Child Commission Act 2014*
- *Privacy Act 1988 and Regulations 2013*
- *Child protection Act 1999 and regulations 2000*
- *NQS Area: 1.1.4; 4.2.1; 5.2.3; 6.1.1, 6.1.2; 6.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 2.1 - Respect for Children, 3.2 - Program and Documentation Evaluation, 3.10 - Observational Recording, 9.2 - Enrolment, 10.8 - Information Handling (Privacy and Confidentiality), 10.12 - Information Technology.*



Procedures

Parents shall be required to authorise permission for such images of their children to be taken and used by the service on relevant enrolment forms and documentation i.e. learning journeys, observations, newsletters, TV displays, photobooks and displays within the Service/School.

Such permission shall explicitly include local community and in-service activities and events.

Parents shall be requested for special permission to be granted for photographs taken which are intended to be used for promotional purposes/fundraising and may be viewed by persons outside of the local community in which the service resides.

Employees of McDowall OSHC shall only be permitted to photograph children using photographic equipment owned solely by the McDowall OSHC service or school except at the discretion of the McDowall OSHC Coordinator/Coordinator in special circumstances or medical emergency.

Processing of photographs shall be conducted at Professional photographic laboratories or within the service using the printing equipment available.

To protect the privacy of families, children with their own electronic devices (e.g., mobile phone, DSI, iPod Touch, etc.) will not be allowed to photograph, video or voice record other children or educators with their own electronic devices. Breaches of this rule may result in educators confiscating children's electronic equipment.

2.14 Bookings and Cancellations Policy

The service management seeks to implement processes to ensure that the McDowall OSHC service operates efficiently and effectively and that future planning considerations for the service are met through maintaining appropriate records and procedures for children's bookings and cancellations. This will ensure future needs of the service can be assessed through the maintenance of appropriate waiting lists and or availability of places.

Due to the high demand for places at McDowall OSHC, only children who are currently attending McDowall State School will be able to apply for use of the service. For special circumstances families are welcome to

contact management to discuss the special circumstances and may be accommodated for at the discretion of management.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Australian Government Department of Education Children's Services Handbook*
- *NQS Area: 4.1; 6.1.1, 6.1.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.3 - Educator Ratios, 2.4 - Arrivals and Departures of Children, 3.5 - Excursions, 9.2 - Enrolment, 9.3 - Communication with Families, 10.4 - Fees.*



Procedures

Before and After School Care

When bookings are made by authorised parties for children to attend the service, it shall be required that:

- The priority of access requirements is followed;
- A completed enrolment form is received for that child prior to their attendance at the service;
- Parents/guardians are made aware of the service policies and procedures and have been provided with appropriate information in respect of the booking processes.

All senior and administration staff shall be trained in the taking and management of bookings and these shall be recorded in an appropriate manner.

All fees associated with permanent bookings, should the child not attend care due to illness or for any other reason, shall be required to be paid in full. CCB will apply in accordance with allowable and approved absence provisions.

Casual bookings shall only be available to families where the service has approved places available.

The service shall comply with reporting of bookings requirements as prescribed by the Australian Government Department of Education through the Child Care Services Handbook).

Bookings are required, in writing, by all families who seek to use the service on a permanent or casual basis.

At the end of each calendar (school) year, the service will manage permanent bookings for before and after school care in one of the following ways:

Current families will be given an opportunity to confirm and rebook their permanent days from the previous year. Should confirmation not be received by the advertised date, these days will become vacancies and a new booking will be required;

All families will be required to complete a new registration form every year. Any vacancies that arise become subject to the priority of access policy in determining a place to fill that vacancy.

Changes to bookings and/or cancellations will only be taken:

- From a parent/guardian/authorised persons;

- In writing or through Xplor Home

Cancellation of bookings for before and/or after school care must be made 7 days prior to the session starting or a fee, equal to the fee for that session will be charged.

If the child's booking hasn't been cancelled and the service makes attempts to locate the child, a non-cancellation fee, equal to the session fee will be charged for that session and a \$20.00, non-subsidised fee will also be charged if we need to call you when trying to locate your child.

Vacation Care

In addition to the above, Vacation Care and Pupil Free Day bookings shall:

- Be made via email or in the Bookings book as they must be in writing.

Cancellation of bookings for vacation care must be made with 7 working days' notice or a fee, equal to the fee for that session will be charged, in the event that the place is not filled by another child.

Cancellations for vacation care excursions must be made with 7 working days' notice or a fee, equal to the fee for that session will be charged, in the event that the place is not filled by another child.

Cancellations on the day of the excursion will be charged the full fee for the session and the full excursion cost.

Absences from Child Care (Casual cancellations)

Cancellations that attract the prescribed fee for that session will be counted towards the family's initial 42 absence days for the current financial year, as per the Child Care Service Handbook.

Absence days can be taken for any reason (provided the day being reported as an absence is a day on which care would have otherwise been provided). Absences cannot be recorded for a child before the child has begun care or after a child has left care.

Additional Absences

Absence days taken for the following reasons, after the initial 42 absence days have been used, are called 'additional absence days'.

- Illness (with a medical certificate);
- Non-immunisation (with written evidence);
- Rostered days off/rotating shift work (with written evidence);
- Temporary closure of a school or pupil-free days;
- Periods of local emergency;
- Shared care arrangements due to a court order, parenting plan or parenting order (with copy of documentation);
- Exceptional circumstances.

There is no limit on the number of these days for which CCB may be paid as long as:

- They are taken for the reasons specified above, and
- Supporting documentation (where required) is provided, and
- They are days on which care would otherwise have been provided

Permanent Cancellation of Care

Families are required to give 7 days' notice, in writing, to advise the service of the permanent cancellation of their booking.

Outstanding balances of the family account will be managed in accordance with the Fees Policy of the service.

2.15 Children's Property and Belongings Policy

The service acknowledges that children will bring to the service or carry with them certain items of personal belongings. This policy details the types of belongings that children may bring with them on a regular basis and the level of responsibility associated with bringing those belongings by various stakeholders.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Duty of Care*
- *NQS Area: 1.2.1; 6.1.1,*
- *Policies: 2.1 - Respect for Children, 2.9 - Inclusion and Anti-bias, 3.5 - Excursions, 9.2 - Enrolment, 9.3 - Communication with Families.*



Procedures

The family shall be responsible for providing the child with appropriate belongings and property required for active participation in the service. Such property may include (but is not limited to):

- Footwear;
- Clothing;
- Hats;
- Bags, lunch boxes and water bottles

All personal property and belongings shall be clearly named or labelled.

The service shall inform the family through relevant newsletters and publications such as the family handbook of appropriate personal belongings required at the service.

The service shall not take responsibility for any of the children's personal property or belongings, but will endeavour to:

- Actively encourage children to not bring their 'non-required' personal belongings;
- Actively encourage children to care for their belongings, if they bring them;
- Remind children appropriately when belongings need to be placed in storage e.g. Lunch box into bag;
- Provide suitable storage to keep safe (at parent/family or child request) any item of personal belonging which is either special, expensive or at risk of being damaged.

- Provide protective equipment such as painting smocks for relevant activities.

Throughout special program times i.e. Vacation Care or Pupil Free days, the children are able to bring with them personal belongings other than day to day necessities e.g. games and toys. This shall be done solely at the discretion and responsibility of the family. No responsibility shall be taken whatsoever for any items brought to the service which become lost or damaged as a result. Children are to hand in electronic devices during vacation care to ensure they are only utilised at the approved times; however, staff take no responsibility for any lost or damaged items.

The service shall provide appropriate storage for lost property which shall be available to children and families at all times. Unlabelled school clothes in lost property will be utilised by McDowall OSHC as spare clothing, unlabelled regular clothes lost during vacation care will be held for two weeks before being donated to a relevant charity – Please label your children's items.

Children may not bring or use cameras, camera devices, mobile phones, electronic gaming devices, unless specifically allowed during Vacation care or Pupil Free Days. Any materials of an adult nature/classification rating will not be allowed including books, magazines, or games.

Any grievances or concerns relating to lost, damaged or stolen property of the children shall be documented and followed up, in accordance with the grievance and complaints procedure.

2.16 Promoting Protective Behaviours Policy

The Service considers its role in the protection of children of utmost importance and therefore takes a proactive approach in supporting families and children through promoting protective behaviours to ensure children's ongoing safety, wellbeing and protection.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.3.1, 2.3.2, 2.3.4; 4.2.1; 5.1.1, 5.1.3; 5.2.2, 5.2.3; 6.1.2; 6.2.1, 6.2.2; 6.3.1; 7.3.5*
- *Policies: 2.1 – Respect for Children, 2.2 - Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.10 - Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 3.3 – Educator Practices, 9.3 – Communication with Families, 9.6 – Parent and Community Participation.*



Procedures

Management, Coordinators and educators shall be committed to providing an environment that encourages children's personal safety and promotes the well-being of all children at all times.

Coordinators and educators support children's personal safety through:

- Reinforcing protective behaviour strategies such as:
 - 'We all have the right to feel safe all of the time'; and
 - 'Nothing is so awful that we can't talk to someone about it'.
- Encouraging children to interact and/or physically touch other children in a safe and non-threatening way
- Building on children's problem solving, reasoning and communication skills (e.g. brainstorming safe strategies for unsafe situations)

Coordinators and educators actively encourage children's personal safety behaviours in all sorts of situations including:

- Outside in the sun
- Using the road while walking or riding
- Being cautious and aware of strangers
- Who to go to for help if lost or feeling uncomfortable about an event or person,

Coordinators and educators collaborate with families to ensure children's learning about personal safety is culturally appropriate.

Coordinators liaise with school administration to ensure awareness of personal safety programs provided within the school setting. These events are communicated to educators to prepare them for children's questions and/or comments.

The Coordinator liaises with management and families to develop and implement strategies for providing opportunities for personal safety programs for children to be included as part of the service program.

Reference: Protective Behaviours Consultancy Group of New South Wales Inc. (2007 3rd edition). The Protective Behaviours Program. *Using PB with Kids*. New South Wales, Australia: The Protective Behaviours Consultancy Group of NSW Inc .

2.17 Children Accessing the Internet Policy

The service acknowledges that children may access the internet for educational and/or recreational purposes during the operational hours of the program. Therefore the service takes a proactive approach to educating children on safe and secure internet usage. This policy aims to establish guidelines on access to the internet and/or online social networking, with the aim of protecting children from risk of harm.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- Child Protection Act 1999 and Regulations 2000
- 'My Time, Our Place' Framework for School Age Care
- Privacy Act 1988 and Regulations 2013
- *Duty of Care*
- *NQS Area: 1.1.1, 1.1.6; 2.3.1, 2.3.2, 2.3.4; 3.2.2; 4.2.1; 5.1.3, 5.2.2, 5.2.3; 6.1.1, 6.3.2; 7.3.5.*

- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.8 – Anti-Bullying, 2.15 – Children’s Property and Belongings, 2.18 – Cyber-bullying 3.1 – Educational Program Planning, 6.2 – Provision of Resources and Equipment, 9.3 – Communication with Families, 10.12 – Information technology.*



Procedures

Definitions

‘Internet’: refers to the world wide web of computer systems that facilitates the transmission and exchange of data. Information search engines and web browsers include, but are not limited to, Google, Firefox and Internet Explorer.

‘Social Networking Media’: refers to any online tools or functions that allow people to communicate or share information via the internet. This includes, but is not limited to, applications such as Facebook, YouTube and Twitter.

‘Mobile device’: refers to devices that have non-Wi-Fi internet access such as iPads, tablets, iPods, and mobile phones

Service Responsibilities

The Service will ensure that all service computers and mobile devices with internet access, that the children are granted access to, are fitted with adequate security and filtering software to prevent access to inappropriate information and web sites. This includes wireless access.

Software will be installed by technically skilled persons with a record of the time and date of installation maintained. Software should be regularly updated and reviewed for efficacy.

The Service will ensure all educators are provided with training and support in managing instances of inappropriate use of the internet by children in accordance with relevant aspects of the service’s behaviour support guidelines.

In collaboration with the children, the Service will develop and implement guidelines for accessing the computers/mobile devices and their internet usage whilst in attendance at the service. This may include the development of ‘user agreements’, in collaboration with children and families.

The services will make available to children and families relevant information about protecting children online and may include such material in service newsletters or other correspondence to children and families. (See the reference list for a variety of resources where suitable and relevant information may be accessed).

The Service will have clear guidelines on the use of children’s personal belongings, including mobile devices.

Educator Responsibilities

Educators will ensure their own practices role model appropriate safety measures when researching information, either individually or with the children.

Educators will ensure children are only able to access the internet at the service through authorised computers and/or mobile devices that have appropriate security and filtering software installed.

Educators will encourage children’s safe use of the internet through strategies including, but not limited to:

- Monitoring what children are looking at/for when accessing the internet;
- Monitoring who children are chatting to/interacting with while accessing the internet;
- Regular conversations with children about using the internet safely.

Family Responsibilities

To read through the services 'user agreement' with your child and ensure they have an understanding of the guidelines.

Be aware of your child's access to data on devices, whether securely connected through the service or accessible on their own device.

References

Australian Government. (n.d.). *Protect your children*. Retrieved from Stay Smart Online:

www.staysmartonline.gov.au/home_users/protect_your_children

Dept of Education, Training and Employment. (2013). *Cybersafety and Cyberbullying - A guide for parents and caregivers*. Retrieved from www.education.qld.gov.au

Queensland Children's Activities Network. (2013, August). *Children and Cyber Safety*. Intouch Magazine.

2.18 Cyber-bullying Policy

The service acknowledges it has a responsibility and duty of care to ensure that the rights of employees, volunteers, children and families to be physically, emotionally and psychologically safe whilst participating in on-line/internet activities associated with the service, are protected. This responsibility may extend beyond service on-line/internet activities, where such inappropriate behaviour, impacting harmfully upon employees, volunteers, children and families, becomes known.

This policy aims to articulate the rights and responsibilities of employees, volunteers, children and families associated with the service with regards to cyber-bullying.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Child Protection Regulations 2000*
- *Work Health and Safety Act 2011*
- *Duty of Care*
- *NQS Area: 1.1.5, 1.1.6; 2.3.1, 2.3.2, 2.3.4; 4.2.1; 5.1.3; 5.2.2, 5.2.3; 6.1.3; 6.3.2; 7.3.5.*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.8 – Anti-Bullying, 2.15 – Children's Property and Belongings, 2.16 – Promoting Protective Behaviours, 3.1 – Educational Program Planning, 6.2 – Provision of Resources and Equipment, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance, 10.12 – Information and Technology.*



Procedures

Definitions

'ICT': information and communication technology.

'Cyber-bullying': involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.

Cyber-bullying might occur over the Internet, in instant messaging (IM), chat rooms, social networking sites, blogs, gaming sites, over the phone by SMS or MMS, by email or via other technologies.

While cyber-bullying is similar to real life bullying, it also differs in the following ways:

- It is invasive, can occur 24/7 with a person being targeted at home, work or anywhere
- It can involve harmful material being widely and rapidly disseminated to a large audience. For example, rumours and images can be posted on public forums or sent to many people at the 'press of a button'.
- It can provide the bully with a sense of anonymity and distance from the victim so there is a lack of immediate feedback or consequences.

'E-crime': occurs when a computer or other electronic communication device (e.g. mobile phone) is used to commit an offence, is targeted in an offence, or acts as a storage device to an offence.

Service Responsibilities

The Service will ensure families are aware of the cyber-safety practices encouraged at any time employees, volunteers, children or families are accessing ICT equipment or devices at the service.

The service Coordinator, will ensure all information posted to electronic media (e.g. internet web pages, news groups, web-based forums, Facebook) conforms to acceptable standards of respectable on-line behaviour. This may include ensuring that private information is not accessible on publicly available websites and that images posted don't include any identifying images of the children without prior written permission from their parent/guardian.

The Service will ensure all educators are provided with training and support in managing instances of cyber-bullying when children are accessing ICT equipment and devices.

Strategies and guidelines will be developed, in collaboration with the children, for using the ICT equipment and devices respectfully whilst in attendance at the service. This may include the development of 'user agreements', in collaboration with educators, children and families.

The Service will have clear guidelines on the use of children's personal mobile devices, should they be permitted at the service.

In consultation with management, if there is suspicion that an e-crime has been committed, the Coordinator will report it to the police. Where there is further reasonable suspicion that evidence of a crime, such as an assault, is contained on a mobile phone or other electronic device, the device will be confiscated and handed to the investigating police officer. The electronic device should not be tampered with.

Educator Responsibilities

Educators will ensure their own practices role model appropriate safety measures when researching information, either individually or with the children.

Educators will endeavour to ensure children are only able to access the internet at the service through authorised computers and/or mobile devices that have been fitted with appropriate security and filtering software.

Educators will encourage children to follow service guidelines and strategies for dealing with instances of cyber-bullying, as detailed in the McDowall OSHC Online Safety Agreement.

Educators will encourage children's safe use of the internet, through implementing the following cyber-safe practices whilst participating in service related activities:

- Never posting personal information such as address or telephone number online
- Never posting photos of themselves (such as 'selfies') online
- Not responding to any messages that are mean or in any way make them feel uncomfortable.
- Not sending any messages that may be mean or make another person feel uncomfortable
- Never agreeing to meet any person they have met online
- Never giving their internet user name or passwords to another person (even best friends)
- Checking with an educator before downloading or installing any software or games
- Informing an educator if they access information that makes them feel uncomfortable
- Educators are not to have contact by way of adding, friending, following etc. with children on social media sites such as Instagram, Facebook, etc. Educators are to block/deny any requests from children via these sites until that child is 18 years of age. This responsibility does not cover any family members of educators who attend the service.

Family Responsibilities

To read through the services 'user agreement' with your child and ensure they have an understanding of the guidelines.

Informing the service coordinator of any concerns you may have in regards to cyber-safety and your child, whether it is happening at the service or not.

Be aware of your child's access to data on devices, whether securely connected through the service or accessible on their own device.

Encouraging your child to share information, including social networking sites (Facebook) with you as a 'friend' to monitor their safety online.

References

Dept of Education, Training and Employment. (2013). Cybersafety and Cyberbullying - A guide for parents and caregivers. Retrieved from www.education.qld.gov.au

South Australian Government. (2009). Cyber Safety - Keeping Children Safe in a Connected World. Retrieved from Department of Education and Childrens Services: <http://www.decd.sa.gov.au/docs/documents/1/CyberSafetyKeepingChildre.pdf>

2.19 Children's Media Viewing Policy

The service recognises and acknowledges that technology and media viewing form part of a varied and balanced program, relevant to the needs and interest of children attending McDowall OSHC. Therefore, this policy aims to establish guidelines for children's media viewing while at McDowall OSHC.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Family and child Commission Act 2014
- Child Protection Act 1999 and Child Protection Regulations 2000
- Copyright Act 1968
- 'My Time, Our Place' Framework for School Age Care in Australia
- *Duty of Care*
- *NQS Area:*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.15 – Children's Property and Belongings, 3.1 – Educational Program Planning, 6.2 – Provision of Equipment and Resources, 9.3 – Communication with Families.*



Procedures

Definitions

'Media': refers to the communication channels through which news, entertainment, data or promotional messages are disseminated. Media includes every broadcasting medium such as newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax and internet. 'Media' also includes data storage material recorded on disks, tapes, CD's, DVD's and SD cards.

'Copyright' is the legal right granted to an author, composer, playwright, publisher, or distributor to exclusive publication, production, sale, or distribution of a literary, musical, dramatic, or artistic work.

Service Responsibilities

To ensure compliance with the relevant Copyright Laws, the service will ensure they hold current licences for:

- The 'public' viewing of films, DVDs, videos and television; and
- The 'public' performance, broadcast or communication of music

The Service will ensure that children's media viewing is incorporated as part of a varied and balanced program designed to enhance children's learning and experiences while at McDowall OSHC.

The service will ensure that all material viewed by children as part of the educational program is age appropriate and consistent with the Australian Film and Literature Classifications:

- (G) - the content is **very mild** in impact and is for general viewing. However, some G-classified films or computer games may contain content that is not of interest to children; or
- (PG) – the content is **mild** in impact however, films and computer games may contain content that a parent or caregiver might need to explain to younger children as it may be confusing or upsetting to them.

Through the family enrolment process, written permission will be sought from parents/guardians relating to the classification of media viewing material accessible to their child/ren whilst in care at the service.

Educator Responsibilities

Educators will ensure that all material viewed by children, whether provided as part of the service program or bought from a child's home, is age appropriate and consistent with the Australian Film and Literature Classifications (G) or (PG).

Educators will encourage children to only bring videos, DVDs, games or music that are suitable for McDowall OSHC.

Family Responsibilities

Parents/guardians will ensure that all videos, DVDs, games or music bought to the service by their children are consistent with the Australian Film and Literature Classifications (G) or (PG). Screen time at McDowall OSHC is kept to a minimum and children are actively encouraged, when and where possible, to participate in other activities even when movies are being shown.

References

- APRA/AMCOR. (2013). Retrieved from <http://www.apra-amcos.com.au/MusicConsumers/Findalicensetosuityourneeds.aspx>
- Australian Copyright Council. (2012, February). Films, DVDs, Videos & TV; Screening in Public. Retrieved from Australian Copy: <http://www.copyright.org.au>
- National Childcare Accreditation Council (NCAC). (2009, June). Using television in child care. Retrieved from Australian Children's Education and Care Quality Authority: [http://ncac.acecqa.gov.au/educator-resources/pcf-articles/using TV in child care Jun09.pdf](http://ncac.acecqa.gov.au/educator-resources/pcf-articles/using-TV-in-child-care-Jun09.pdf)
- Raising Children Network. (2012, February). Screen Time and Children. Retrieved from Raising Children Network - the Australian Parenting Website: [http://raisingchildren.net.au/articles/screen time.html](http://raisingchildren.net.au/articles/screen-time.html)

2.20 Supervision of Children Policy

The service acknowledges that the safety of children is paramount and therefore takes a proactive approach, through the implementation of specific policies and procedures, to ensure the adequate and appropriate supervision of children whilst enrolled and attending the service program.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 1.1.5, 1.1.6; 2.3; 4.1; 4.2.1; 5.1.1, 5.2; 6.3.3; 7.1.2, 7.3.5.*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children From Harm, 2.3 – Educator Ratios, 2.4 – Arrivals and Departures of Children, 2.6 – Behaviour Support and Management, 2.8 – Anti-bullying, 2.11 – Including Children with Special/Additional Needs, 2.12 – Managing Duty of Care – Non-Attending Children, 2.17 – Children Accessing the Internet, 2.18 – Cyber-bullying, 2.19 – Children's Media Viewing, 3.3 – Educator Practices, 3.4 – Homework, 3.5 – Excursions, 3.6 – Transport for Excursions, 3.7 – Physical Activity, 3.8 – Extra-Curricular Activities, 3.11 – Escorting Children, 3.13 – Water Activities and Safety, 4.9 – Children's Toileting, 6.4 – Shared Facilities, 7.2 – Drills and Evacuations, 7.3 – Harassment and Lockdown, 8.1 – Role and Expectations*

of Educators, 8.4– Educator Professional Development and Learning, 8.5– Volunteers, 8.8 - Employee Performance Monitoring, Review and Management, 9.3 - Communication with Families, 10.9 – Risk Management and Compliance,



Procedures

Definition

‘Supervision of children’: Knowing and accounting for, the activity and whereabouts of each child in care and the proximity of educators to children at all times to ensure the immediate intervention of educators to safeguard a child from risk of harm.

Supervision is provided by McDowall OSHC educators during the service operating hours and once children are signed in to the program. If children are signed out of the program and remain on the premises, the parent/guardian is responsible for them however, if the child is observed displaying inappropriate behaviour an educator may still apply the service behaviour management guidelines.

Supervision of children by McDowall OSHC educators is not provided in the McDowall OSHC (Metro St) carpark. Children are encouraged to stay within the service approved area to wait for arriving parents/guardians.

The service adheres to the educator ratios as prescribed in the *Education and Care Services National Law Act 2010 and Regulations 2011*, ensuring that educators counted in the educator/ratios are directly working with children.

To ensure the safety and wellbeing of children and educators, there will be at least two educators at all times on the premises whilst children are in care, one of who will be a delegated responsible person for the service (unless the service is operating under Policy 10.24 – Single Educator on Duty).

The service is committed to ensuring children are supervised at all times, therefore when planning activities and the necessary supervision requirements, the coordinator/responsible person in charge will ensure consideration is given to the design and arrangement of the indoor and outdoor environment to ensure it supports active supervision by educators.

The number of supervising educators for activities will be determined through the completion of a risk assessment and will be based on:

- The type of activity (e.g. excursion, swimming); and
- The age and capabilities of the children undertaking the activity; and
- The area the activity will be conducted; and
- The age and skill of educators supervising.

Personal mobile phones are not permitted to be used by educators when supervising children, without prior arrangement with the coordinator.

All children will be actively supervised whilst accessing the toilet facilities. Children will be required to inform an educator when they need to access the toilet. Educators shall use appropriate communication methods to monitor children accessing the toilets.

The coordinator/responsible person in charge will ensure that educators receive regular instruction in effective supervision techniques including:

- Scanning – regularly looking around the whole area to observe all the children in the vicinity;
- Positioning – physically positioning themselves in order to observe the maximum area possible;

- Listening – will assist in supervising areas where children may be playing in corners, behind trees or play equipment;
- Being 'with it' – ensuring they are aware of the children in their area as well as the children's skills and capabilities in interacting with others. Actively engaging with children and involving them in positive experiences whilst at the same time providing a safe play environment through managing and being actively aware of their surroundings through active supervision. Educators will be required to do regular head counts and use educator communication methods when supervising activities outside or away from the McDowall OSHC indoor area.

The coordinator will be made aware of children involved in behaviour incidents who may require further support, consistent with the service's Behaviour Support and Management Policy. Children will be directed to a quiet area and supervised by the coordinator (or other educator) until such time as they are ready to re-join the activity.

To ensure effective supervision of all children participating in their area/activity, educators will be:

- Given guidance and instruction when setting up the environment and/or activities;
- Instructed on the use of various staff communication methods (e.g. use of walkie talkie);
- Aware of the procedures for children accessing the toilet;
- Made aware of children's individual health and or medical needs and any relevant emergency management plans;
- Made aware of any identified hazards and/or risks to children and the control measures in place;
- Made aware of the children in care, the group dynamics and behaviour strategies that may be useful;
- Made aware of any children in care with special/additional needs.

Risk assessments will be developed for activities, excursions and incursions which specifically identify the number of supervising educators required for the relevant activity. All risk assessments must be read and signed off by educators to acknowledge their understanding of supervisory requirements.

For all water and/or swimming excursions, educators will be placed both in and out of the water for effective supervision of children in the water.

Educators under eighteen years of age who are supervising children will be fully supervised by a qualified educator who is eighteen years or over.

During excursions, educators will supervise children, ensuring educator/child ratios are maintained at all times. This includes in toilets and change rooms. Educators will first confirm that it is safe for the child/ren to access the toilets and will remain outside the toilet area until all child/ren have returned. If the facilities are not safe then alternative arrangements will be made.

During excursions, children will not be left in the sole care and custody of bus drivers or any other persons; educator ratios for the Service will continue to apply during excursions.

References

Queensland Children's Activities Network. (2013). PANOSHC Fact sheet #3 - Adequate supervision. Retrieved from PANOSHC - Physical Activity Outside School Hours: www.panOSHC.com.au

2.21 Children's Transition to McDowall OSHC Policy

The service recognizes and acknowledges the importance of ensuring children have a smooth transition into the school age care setting. Through this policy, the service aims to identify and address the support structures and activities required to assist families and children of all ages in making this transition.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *Duty of Care*
- *NQS Area: 1.1.2, 1.1.3, 1.1.5, 1.1.6, 2.1.1; 3.1.3, 3.2.1; 5.1, 5.2; 6.1, 6.2, 6.3; 7.2.1, 7.3.5.*
- *Policies: 2.1 – Respect for Children, 2.4 – Arrivals and Departures of Children, 2.6 – Behaviour Support and Management, 2.11 – Including Children with Special/Additional Needs, 2.14 – Bookings and Cancellations, 3.1 – Educational Program Planning, 4.6 – Medication, 4.8 – Sun Safety, 4.10 – Anaphylaxis, 4.15 – Asthma, 4.17 – Children with Medical Conditions, 5.2 – Food and Nutrition, 9.1 – Access, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 – Complaints Handling, 10.18 – Court Orders and the Release of Children in Care.*



Procedures

The service will endeavour to establish links with the school and wider child care community in order to build relationships with prospective families and children.

As part of the service enrolment process, the parent/guardian will be required to provide relevant information which will enable educators to properly care for their child. This shall be in the format of appropriate questions on the enrolment form and include (but not limited to) information such as:

- Full name and preferred name, if relevant;
- Any health care needs, allergies or other relevant medical conditions;
- Any special physical, emotional, dietary, religious, cultural or other needs or considerations relating to the child; and
- The child's likes, dislikes or phobias.

As part of the enrolment process, an enrolment pack will be provided to families. The enrolment pack includes the service's family handbook, educator information and policies and procedures that are relevant and important for families.

The service shall have the right to request any information in regard to the child/ren's needs so far as it may impact on their ability to participate in the program and be appropriately cared for within the service.

Through the service enrolment process, parents/guardians will be able to request to attend a short Orientation session with a McDowall OSHC staff member as well as being encouraged to visit the service with their child out of operating hours (due to our size) to:

- Meet the Coordinator and coordinator of the service;
- Tour the approved areas of the service including both indoor and outdoor areas;
- View the service routines such as breakfast or afternoon tea;
- Clearly explain the service rules and behaviour expectations;

- Ask any questions that have not yet been answered.

During the child's first attendance at the service, educators will:

- Respectfully acknowledge each child and their parent/guardian on arrival, ensuring they feel welcome;
- Introduce them to other educators and children;
- Familiarise them with the service routines such as inside and outside times and
- Facilitate the child's involvement in group experiences to support them in forming new friendships.

Children starting McDowall OSHC who are in prep, will be escorted to the classroom after before school care and picked up from the classroom for after school care by an educator. Educators will support children to follow classroom expectations and teacher routines (e.g. bag/lunchbox storage, handing in homework, etc).

During the first four weeks of term one the preparatory year (preps) will receive additional support from the Educators at McDowall OSHC. Preps will be allocated their own area each day to play in. The area chosen will depend on available resources and current needs and interests of the children. Siblings will be allowed to visit this area; however, preps will not be allowed to leave to join other areas during this time.

Commencing week five in term one, and until the end of term two the preps will receive support and be encouraged by the Educators to transition to free flow areas. During this period the preps will be allowed to move freely between all areas in the service. The preps would still be allocated a designated area where they now can decide to join or leave the group. Only preps and/or their siblings will be allowed to join the designated prep area. As of term three all prep children will be transitioned into the normal junior routine.

The service will support new families by ensuring that any issues or concerns involving their child's commencement at McDowall OSHC are discussed in a friendly, respectful and timely manner.

Educators will endeavour to develop responsive and respectful relationships with new children through regular and genuine interactions and conversations. Educators will talk to children about their interests and seek their suggestions for activities they would like to be involved in.

To support children's smooth transition to McDowall OSHC, educators will ensure that children can access quiet places to rest, to be alone or to interact calmly with other children and educators.

2.22 Interactions with Children

The service encourages all educators to build positive relationships with children that make them feel safe and supported in the Service. The Service encourages interactions with children to be authentic and responsive, be based on fairness, acceptance and empathy and respectful of the child's culture, rights and community. Educators will encourage positive relationships and interactions between children and their peers as well as with educators, volunteers and other staff at the Service



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- NQS Area: 1.1.5; 4.2.1; 5.1; 5.2; 7.3.5.

- Policies; 2.1 – Respect for Children, 2.6 – Behaviour Support and Management, 2.8 – Anti-Bullying, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.4 – Educator Professional Development and Learning, 8.9 – Employee Code of Conduct, 8.15 – Children of Employees



Procedures

A positive atmosphere and the wellbeing of children attending the service is promoted through attentive and nurturing care and quality interactions between educators and children.

Children's emotional development and social relationships are supported and enhanced by educators through conversation, discussion and promotion of children's language and communication.

The Coordinator shall instruct the Educational Leader to:

- guide educator professional development and practice to promote interactions with children that are positive and respectful; and
- establish practice guidelines that ensure interactions with children are given priority and those interactions are authentic, just and respect difference

Educators, volunteers and other staff will:

- Respond sensitively and appropriately to children's efforts to communicate, initiate interactions and conversations;
- Encourage children to initiate conversations about their experiences, express their ideas and feelings, share humour and seek assistance as they take on new challenges;
- Organise routines, as well as planned and spontaneous experiences, to maximize opportunities for meaningful conversations between children and educators as well as ensuring children have equal opportunity to engage in one to one and small group conversations with educators;
- Participate in children's play using children's cues to guide their level and type of involvement while always maintaining a positive approach when responding to children and offering assistance;
- Collaborate with children about routines, activities and experiences, encouraging children to make choices and decisions;
- Ensure meal times are relaxed and unhurried with opportunities for educators to sit and talk with children;
- Use techniques such as sign/body language and other resources/tools to support children with special/additional needs to communicate effectively;
- Encourage children to participate in enjoyable interactions with their peers, respond positively to other's ideas, negotiate roles and relationships, contribute to shared play and develop friendships;
- Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration, alternative perspectives and social inclusion;
- Listen attentively and give full attention to children as they engage in interactions and conversation;
- Use their interactions with children to support the maintenance of home languages and learning English as a second language;

Supporting Children through Difficult Situations

A child's reaction to a stressful or traumatic situation will depend on factors such as their age, stage of development and impact of the event on individuals around them. A child may react in ways that you don't expect and may act normally at first however, educators must be wary of delayed reactions.

Educators will help and support the child to cope with such situations through:

- Talking to the child about what happened in a way that they will understand and without going into frightening or graphic detail;
- Reassuring the child that they are safe (but only if they really are);
- Ensuring the child doesn't jump to conclusions as some children may think they are to blame in a tragic event;
- Talking about the event with appropriate individuals (for example, all children if the event has affected the whole service or the children that have been affected) and letting everyone have their say, including the children;
- Talking to the children about how individuals react to stressful or traumatic situations and that the feelings they have are normal.

Should it be required, the service will liaise with appropriate authorities (such as the Department of Communities, Child Safety and Disability Services) and follow any recommendations made by such authorities.

2.23 Children's Participation and Decision Making

The Service has a commitment to ensuring that children are able to develop a sense of agency through making and influencing decisions that may affect their world. This will be undertaken through children's meetings, surveys, suggestion box, newsletters, noticeboard or general conversations.

The service respects the UN Convention on the Rights of the Child, encouraging children, staff and families to be collaborators and shared decision makers in the program at our Service. We believe that children who are capable of forming views should be given due weight in accordance with their age and maturity and that children have the right to freedom of expression through any media of their choice.

It is essential that all educators, management and other stakeholders who make decisions have a clear understanding of the views and wishes of the children in order to effectively inform the decision-making process.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act 2010 and Regulations 2011*
- *Anti-Discrimination Act 1991 (QLD)*
- *UN Convention on the rights of the Child*
- *NQS Area: 1.1.1, 1.1.2, 1.1.5, 1.1.6; 1.2.2; 3.3; 5.1.1; 5.2.1, 5.2.3.*
- *Policies: 2.1 – Respect for Children, 2.11 – Including children with Special/Additional Needs, 2.19 – Children's Media Viewing, 2.23 – Interactions with Children, 3.1 – Educational Program Planning,*

3.3 – Educators Practice, 3.4 – Homework, 3.5 – Excursions, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 3.13 – Water Activities and Safety, 3.15 – Cooking with Children, 4.7 – Keeping of animals, 5.6 – Menu Development, 8.1 – Role and Expectations of Educators, 8.9 – Employee Code of Conduct, 9.3 – Communication with Families, 10.8 – Information Handling (Privacy and Confidentiality).



Procedures

Involving children in the decision-making process of the service contributes to the outcomes for children as articulated in the 'My Time, Our Place' Learning Framework for School Age Care in Australia.

The Service will:

- Ensure Children are regularly consulted about the environment and program in which they participate;
- Ensure different communication strategies of children, such as body movement, gaze, facial expression, the manipulation of objects and talk or conversation are used to support child-initiated activities and programs;
- Ensure children regularly participate in decision making processes;
- Record and document children's drawings, conversations, and ideas, maintaining them in the learning stories folder, photos and on display around the centre. Educators or other children shall act as a scribe for what children say, making notes for further follow up;
- Ensure children's views are actively sought and discussed with their responses and perspectives planned into the program with respect and authenticity.

Educators will:

- Ensure child-initiated, shared decision making happens across all aspects of the Service;
- Empower children to access and learn from their own life experiences as well as those of their peers and adults around them;
- Be active listeners, observers, scribes and sounding boards for children;
- Respect the age and stage of the children during decision making. Educators may use different levels of participation as appropriate:
 - Child initiated, shared decision making with adults;
 - Child initiated and directed – adults provide a supportive role;
 - Adult initiated shared decision making with children.
- Consult children about how their input will be used and advised of the outcomes of the decisions made;
- Ensure children have a voice in their level of participation including:
 - Areas of interest they would like to explore;
 - Where and how they would like to play, with others, or alone;
 - What they would like to use;
 - The adults with whom they feel comfortable and secure;
 - When and what they would like to eat;
 - How they prefer to sleep or rest;
 - Whether they need to use the toilet or hand washing facilities.

2.24 Statement of Intent for Children's Play Policy

The service acknowledges and recognizes the importance of play for children's physical development and emotional wellbeing as well as the benefits of allowing children of all ages and abilities to have challenging play opportunities in a variety of environments. The Service understands and accepts that children will often be exposed to play environments which, whilst well-managed, carry a degree of risk and sometimes potential danger and will work proactively with all stakeholders to minimize those risks.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act 2010 and Regulations 2011*
- *United Nations Convention on the Rights of the Child*
- *'My Time, Our Place' Framework for School Age Care in Australia*
- *NQS Area: 1.1.1, 1.1.2, 1.1.5, 1.1.6; 1.2.2; 2.2.2; 2.3.1; 3.1.1, 3.1.3; 3.2.1, 3.2.2; 4.1.1; 4.2.1; 5.1; 5.2; 7.1.2; 7.1.4; 7.2.1; 7.3.1, 7.3.5.*
- *Policies: 2.1 – Respect for Children, 2.3 – Educator Ratios 2.6 – Behaviour Support and Management, 2.9 – Inclusion and Anti-bias, 2.11 – Including children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 2.24 – Children's Participation and Decision Making, 3.1 – Educational Program Planning, 3.2 – Program and Documentation Evaluation, 3.3 – Educators Practice, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 6.2 – Provision of Resources and Equipment, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader.*



Procedures

Definition

'Play is a freely chosen, personally directed, intrinsically motivated behavior, normally associated with recreational pleasure and enjoyment'

'Play is often interpreted as frivolous; yet the player can be intently focused on their objective, particularly when play is structured and goal-oriented. Accordingly, play can range from relaxed, free-spirited and spontaneous through frivolous to planned or even compulsive. Not only does play promote and aid in physical development, such as hand-eye coordination, but it also aids in cognitive development and social skills.

Service Responsibilities

The service will ensure there are a variety of play spaces, inside and outside where children can play, either in groups or alone.

The Service program will be designed and facilitated to ensure children are able to move freely between relevant play spaces, both inside and outside.

Equipment, resources and materials that can be used for a variety of purposes will be provided to encourage children to guide their own play.

Activities offered as part of the Service Program will be carefully considered in relation to the risk benefit for children with opportunities for play planned to develop children's risk awareness.

The Lead Educator/Coordinator will ensure a comprehensive risk assessment is conducted prior to any high-risk activities being undertaken. All educators involved in such activities will read and sign the risk assessments and be briefed on their responsibilities prior to the activity.

Educator Responsibilities

Educators will ensure that materials, resources and equipment are set up in such a way as to create an environment which will stimulate children's play and maximize their opportunities for a wide range of play experiences.

Educators will design and develop the program in order to ensure children have opportunity to be involved in a variety of types of play including socio-dramatic, creative, exploratory, imaginative, physical and rough and tumble.

Educators will ensure children are playing in an approved area of the Service with supervision suitable for the type of activity, the age and developmental stage of the children participating.

When planning play opportunities for children, educators will:

- Be thoughtful and deliberate in their planning ensuring the interests, needs and abilities of the children are known and catered for;
- Empower children to make decisions about their play and leisure-time experiences;
- Ensure all children have equal opportunity for inclusion in play;
- Provide opportunities for both indoor and outdoor play experiences, including both 'built' and 'natural' elements;
- Provide resources that are accessible, varied, age and ability appropriate, culturally diverse, open-ended and sufficient in number;
- Collaborate with the children and be open to change and spontaneity;
- Encourage children to make decisions and to take responsibility for their own needs;
- Empower children to be creative and seek out possibilities and solutions;
- Encourage children to try and experience new things and experiences;
- Play with the children picking up on cues, seizing 'teachable' moments and ways to scaffold children's learning.

Observation and assessment of children's learning is facilitated through educator evaluations of children's play to the outcomes of 'My Time, Our Place', which are:

- Children have a strong sense of identity;
- Children are Connected with and Contribute to their World;
- Children have a Strong Sense of Wellbeing;
- Children are Confident and Involved Learners
- Children are Effective Communicators;

Educators will use positive communication such as body language, praise and encouragement to assist children in developing the necessary skills and capabilities in managing risky play situations and new experiences.

References

Unicef. (n.d.). *Convention on the Rights of the Child*. Retrieved from Unicef:
<http://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf>
Wikipedia. (2015, September 20). *Wikipedia*. Retrieved from Play (Activity): [https://en.wikipedia.org/wiki/Play_\(activity\)](https://en.wikipedia.org/wiki/Play_(activity))

Policy Group 3 Program

3.1 Educational Program Planning Policy

Using an approved learning framework, the Educational Leader, in consultation and collaboration with Lead Educators, children and families plans, designs and provides programs, catering to the children's age, developmental needs, skills, interests and abilities through a variety of challenging and recreational activities. In providing opportunities for children, the Service recognises the importance of play, relationships, collaborative decision making and respect for diversity.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- 'My Time, Our Place' Framework for School Age Care
- NQS Area: 1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.1.6; 1.2; 2.1.2, 2.1.3; 2.2; 3.1.1, 3.1.3; 3.2; 3.3; 4.1.1; 5.1.2, 5.1.3; 5.2.1, 5.2.3; 6.1.2, 6.1.3; 6.2.1; 6.3.2, 6.3.3, 6.3.4; 7.1.2, 7.1.4, 7.2.1, 7.2.3.
- *Policies: 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader.*



Procedures

A suitably qualified and experienced educator will be identified as the Educational Leader for the service (as per Policy 8.2 – Educational Leader).

The Educational Leader is responsible to have a written program plan prepared for each aspect of the Service. This program plan will be on display for everyone's information.

The Educational Leader shall direct and monitor Lead Educators in the planning, development and implementation of programs and experiences for the children consistent with this Policy and, in particular, which:

- Demonstrate that the five learning outcomes provide a focus for the activities and experiences planned for individuals and groups of children;
- Takes a holistic view of children's learning, focusing on their physical, personal, social, emotional and spiritual wellbeing;
- Are built around routines, i.e. arrival, hand washing, eating etc;
- Includes a variety of activities and experiences that promote effective hygiene practices, good nutrition and healthy lifestyles;
- Includes activities which would normally be a part of the life of children during hours outside of school (this is particularly relevant during Vacation Care where excursions become an important part of the program);
- Demonstrates flexibility in program delivery by incorporating children's ideas, culture and interests to ensure the experiences are relevant and engaging;
- Promotes the children's sense of belonging, connectedness and wellbeing by taking an interest in the individual needs, interests, diversity, views and abilities of the children;
- Provide a variety of indoor and outdoor experiences, open ended resources, natural elements and materials suited to the age, developmental ranges and diversity of all children attending the Service;
- Provide appropriate opportunities for children as individuals and small groups to follow and extend their interests;
- Provide appropriate opportunities for children to participate in physical play, accepting and acknowledging each child's level of participation according to their abilities and interest;
- Provide appropriate opportunities for children to express themselves through creative and imaginative play, including elements of music, dance, drama, etc;
- Provide appropriate opportunities for children to develop a range of life skills such as establishing and maintaining meaningful relationships, working collaboratively with others and self-regulating their own behaviour;
- Takes account of necessary modification and enhancements identified through the Program and Documentation Evaluation Policy (see Policy 3.2), as well as spontaneous child-initiated opportunities and moments of intentionality when required;
- Provides appropriate opportunities for children to broaden their understanding of the world in which they live by reflecting the broad multicultural and multilingual nature of the local community and demonstrating a positive approach towards diversity and Australia's Aboriginal and Torres Strait Islander heritage;
- Encourages and provides appropriate opportunities for families to participate in shared decision making and give feedback about the program and their child's learning;
- The principle of equal opportunity will be applied in this Service's program. Children, regardless of gender, cultural, racial, religious or other background, will be encouraged to participate in a wide range of activities.

The Educational Leader is responsible, in consultation with educators, to continually recreate and adapt the indoor and outdoor environments to:

- Meet the needs and interests of all children, including their need for rest or sleep;
- Facilitate the inclusion of children with special needs;

- Respond to the developing abilities and interests of all children;
- Ensure that all children in a multi-age group have positive experiences.

Children are encouraged to participate in decision making, with their ideas and opinions listened to and if possible, acted upon. This facilitates children sharing ideas and questioning what happens at their service.

Where possible, the program allows and encourages children to complete projects they have commenced over a number of sessions.

3.2 Program and Documentation Evaluation Policy

In order to ensure the Service programs are effective in delivering the objectives and learning outcomes as reflected in these policies and procedures, the Service regularly reflects on, and evaluates, the structure, process and content of its programs.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Privacy Act 1988 and Regulations 2013*
- 'My Time, Our Place' Framework for School Age Care
- *NQS Area: 1; 2.1.1, 2.1.2, 2.1.3; 2.2; 2.3.1; 3; 4.2.1, 4.2.2; 5.1.3; 5.2.1; 6.1; 6.2.1; 6.3.2, 6.3.3, 6.3.4; 7.1.2; 7.2.1, 7.2.3; 7.3.1, 7.3.5.*
- *Policies: 2.13 – Use of Photographic and Video Images of Children, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 3.10 – Observational Recording, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 9.3 – Communication with Families.*



Procedures

All staff will regularly seek feedback and information from families in relation to their child/ren and their participation in the programs delivered by the Service. This information may be gained through face to face conversations, surveys and/or newsletters.

Through regular team meetings, the Coordinator, educators and other staff will draw on the diverse knowledge, views and experiences of each other when reviewing the experiences planned for children to ensure that all children have opportunity to achieve the learning outcomes.

Lead Educators and Educators will be required to critically reflect on and evaluate activities, both planned and spontaneous, by using various methods including (but not limited to) observations, activity evaluations and learning stories, to ensure experiences provided meet the identified learning outcomes for the children involved. Critical reflection involves closely examining all aspects of events and experiences from different perspectives.

Children's learning experiences and activities are documented in a variety of ways to assist with ongoing reflection, evaluation and assessment of their strengths, interests, behaviours and relationships. Documented experiences will be collated and displayed on the TV for families and children.

Children's comments, suggestions and feedback are recorded in the suggestion book which is reviewed at regular team meetings for activities and experiences that could be implemented into the program.

Families are invited at parent information sessions and through the Family Handbook to contact the Coordinator/Educational Leader at any time with any comments, complaints or suggestions relating to the programs provided by the Service.

The Coordinator will, on a regular basis at team meetings:

- Seek verbal comments from educators in respect to the effectiveness of the programs delivered by the Service to ensure that the service philosophy and goals is guiding the program and are achieved;
- Discuss with educators the ways in which the program could be modified or enhanced as a result of any feedback or experience encountered in the delivery of the program. Written minutes will be taken at these meetings.

The Educational Leader and Lead Educators will, on a weekly basis and taking into account the written evaluations of educators, reflect on and evaluate the service planned and spontaneous activities to ensure the identified goals and learning outcomes were achieved. These evaluations will assist with further programming of activities in collaboration with all educators and children.

The Coordinator and educators will, through an ongoing process of self-evaluation, monitor, evaluate and review the program delivery in line with the National Quality Standards and to ensure they fulfill these policies and procedures and any other relevant obligations of the Service.

In seeking feedback from parents or educators, the Coordinator will treat all complaints relating to program respectfully in accordance with the Complaints Handling Policy (see Policy 9.5) and, where necessary, will take appropriate steps to seek to address genuine complaints quickly and effectively.

3.3 Educators Practice Policy

The Service is committed to providing quality outcomes for children through ensuring that educators' practices reflect the services philosophy and goals and quality principles as outlined in the 'My Time, Our Place' Framework for School Age Care. The service applies professional standards to guide educators' practices and decision making within the service and provides opportunities for educators to acquire the skills and knowledge to enable them to fulfill their role.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- 'My Time, Our Place' Framework for School Age Care
- *NQS Area: 1; 2; 3; 4; 5; 6.1.1, 6.1.2; 6.2.1; 6.3.1, 6.3.2, 6.3.4; 7.1.2, 7.1.4; 7.2.1, 7.2.2; 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 8.10 – Employee Orientation and Induction.*



Procedures

The service will strive to ensure that Educators' Practices:

- Foster children's self-esteem and confidence by allowing them to investigate, imagine and explore ideas as well as experiencing pride and confidence in their achievements;
- Empower children to make choices, guide their own play and extend their interests with enthusiasm, energy and commitment, through supporting them to understand, self-regulate and manage their own emotions in a way that reflects the feeling and needs of others;
- Promote children's sense of belonging, connectedness and wellbeing through consistently positive and genuinely warm and nurturing interactions;
- Support children's communication through engaging them in a range of methods from sustained conversations about their ideas and experiences to providing opportunities for music, books etc;
- Respect the diversity of families within the community and allow opportunities for children to broaden their understanding of the world in which they live through the investigation of histories, cultures, languages and traditions;
- Demonstrate flexibility in program delivery, incorporating children's ideas, culture and interest to ensure experiences are relevant and engaging as well as being creative in the use of equipment and materials to stimulate children's interest and curiosity;
- Support children to explore different identities and points of view through play and everyday experiences, acknowledge each child's uniqueness and are aware of, and responsive to, children who may require additional assistance to participate;
- Allow and assist children to document their learning experiences using various methods such as photographs, journals and/or art and craft displays;
- Reflect on planning and implementation of activities in relation to the 'My Time, Our Place' Framework for School Age Care and their knowledge of the children's current learning and development through regular completion of activity observations and/or learning stories;
- Support all aspects of children's health, ensuring that their individual health and wellbeing requirements are met and supporting them to learn about healthy food, drink and lifestyle choices;
- Demonstrate a commitment to children's health and safety through role modeling hygiene and sun safe practices, complying with service policies and procedures relating to the environment and/or equipment and supporting children to negotiate play spaces to ensure the safety and wellbeing of themselves and others;
- Support a balance of indoor, outdoor, planned and spontaneous physical activities and passive experiences for children by encouraging participation in new and/or unfamiliar activities and accepting the children's level of involvement according to their skill and ability;
- Demonstrate a commitment to ensuring children are protected through compliance with service policies and procedures relating to the safety and/or collection of children in the care of the service;
- Demonstrate a commitment to regularly review and update knowledge and/or skills and practices in line with current professional standards and/or guidelines through the development and implementation of a professional development plan, in conjunction with the service Coordinator and in line with identified service needs;
- Support other educators to achieve the goals as outlined in the service philosophy and goals by sharing expertise, modeling best practice, providing feedback and leading discussions at regular team meetings;
- Support families through creating an inclusive and welcoming environment where sharing of information about their child is encouraged, concerns are responded to in a prompt and courteous manner,

suggestions and/or ideas for improvement are acknowledged and additional support agencies are accessed if required;

- Support and encourage families and children's involvement in their local and wider community, through participation in appropriate projects and/or events and engaging children in sustainable practices within the service.

3.4 Homework Policy

To support families and children, the Service will endeavour to provide adequate time, quiet space and supervision to enable children to do their homework as necessary; with the express understanding that time in school age care may be the optimal opportunity for homework completion.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *NQS Area: 1.1.1, 1.1.3, 1.1.5, 1.1.6; 2.3.1; 3.1.1, 3.1.3; 4.1.1; 5.1.2, 5.1.3, 5.2.1, 5.2.3; 6.2.1; 6.3.2, 7.3.5.*



Procedures

The Coordinator will create and keep a homework list with the names of children who are to do homework each day. Any other child who wishes to do homework that isn't on the list can also do their homework.

Children doing homework will be supervised in the homework room.

Educators will assist children with projects and homework to the extent possible, taking into consideration supervision and duty of care issues in relation to the other children in care.

Educators will not be responsible for monitoring and signing off on homework.

Children will be directed to leave the Homework Room if they are disruptive.

Homework will be from 3:45pm to 5pm Monday to Friday during the school terms.

3.5 Excursions & Incursion Policy

This Service will include excursions as a valuable part of its overall program. Excursions and incursions will provide enjoyment, stimulation, challenge, new experiences and a meeting point between the Service and the wider community. Maximum safety precautions will be maintained and parent permission will be obtained before a child is taken on an excursion.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- 'My Time, Our Place' Framework for School Age Care
- *Family and child Commission Act 2014*
- *Work Health and Safety Act 2011 and Regulations 2011*

- *Duty of Care*
- *NQS Area: 1.1; 1.2; 2.1.1, 2.1.2; 2.3.1, 2.3.2, 2.3.3; 4.1; 6.1.2; 7.1.1, 7.1.2, 7.2.1, 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 2.3 – Educator Ratios, 3.1 – Educational Program Planning, 3.6 – Transport for Excursions, 3.11 – Escorting Children, 10.9 – Risk Management and Compliance.*



Procedures

This Service will include excursions as a valuable part of its overall program. Excursions and incursions will provide enjoyment, stimulation, challenge, new experiences and a meeting point between the Service and the wider community. Maximum safety precautions will be maintained and parent permission will be obtained before a child is taken on an excursion.

Children's age, interests and abilities will be taken into consideration when planning excursions. Comments and suggestions from children and families will also be taken into account.

When planning excursions, venue and transport costs will be considered, to ensure that excursions are financially accessible to all families.

Alternative arrangements will be planned in case an excursion needs to be cancelled.

The McDowall State School P&C Association will approve all excursions and incursions.

When planning an excursion that includes water-based activities, the Coordinator will conduct a risk assessment including strategies and procedures for managing children whilst undertaking such activities. Strategies could include the involvement of qualified educators and supervision management plans.

Limited bookings impacting viability may result in the excursion or incursion being cancelled. The Bookings and Cancellations Policy (see policy 2.14) will apply to all excursions.

Alternate care arrangements are not provided within the Service if you choose for your child/ren not to attend an excursion. However, alternate arrangements can be made by the family with other services.

Prior to excursion

The Coordinator, or nominated person will contact by phone or visit the excursion venue and perform a risk assessment or obtain a copy of the venue's risk assessment. As per the National Regulations, the risk assessment must consider: -

- The proposed route and destination for the excursion;
- Any water hazards and/or risks associated with water-based activities; and
- The transport to and from the proposed destination for the excursion; and
- The number of adults and children involved in the excursion; and
- Given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialized skills are required (e.g. lifesaving skills); and
- The proposed activities and duration of the excursion; and
- A list of items that should be taken on the excursion (e.g. mobile phone, emergency contacts).

Parent permission forms will be required to be signed by a parent/guardian prior to every excursion. The permission form will contain the following information as a minimum:

- Excursion date;
- Destination;
- Method of transport and approximate travel time;
- Number of accompanying educators and/or volunteers;
- Departure and return times, and;
- An expected itinerary of the activities to be undertaken.

There will be no changes to the notified itinerary except in an emergency and in particular to ensure the well-being and safety of the children.

Adequate steps will be taken when selecting transport. (See Policy 3.6 – Transport for Excursions).

All Educators attending the excursion must read and sign off on the relevant and specific excursion risk assessment/s, prior to attending on the day.

The Coordinator will ensure the excursion checklist is completed prior to departing for the excursion.

During the Excursion

The following items will be taken on all excursions and be readily accessible to Educators at all times:

- First aid kit and medical devices as required;
- Emergency contact numbers and permission slips;
- A telephone or access to one.

The service camera will be taken on the excursion for educators to record and document children's experiences.

Head counts will be made at regular intervals and when moving from one area to another.

Educators will supervise children, ensuring educator/child ratios are maintained at all times. This includes in toilets and change rooms.

Educators will satisfy themselves that the environment is safe for use before allowing the children access to it.

Children will not be left in the sole care and custody of bus drivers or any other persons during excursions; educator ratios for the Service will continue to apply during excursions (see Policy 2.3 – Educator Ratios).

In the event of injury occurring during an excursion, procedures as set out in the Illness and Injury Policy (see Policy 4.5) will be followed.

Incursions

Providers shall provide the service with a risk assessment of their proposed activity, if available.

Prep children

Prep children will not be able to attend excursions during the January holidays; this is for Health and Safety reasons. You are able to use other McDowall OSHC facilities if you need care for your Prep child during the January holidays on excursion days as we do not offer an alternate program.

3.6 Transport for Excursions Policy

Children have the right to be safe while travelling in transport provided by the Service. All vehicles used need to comply with the appropriate legislation and regulations and *Transport Operations (Road Use Management) Act, 1995*. Maximum safety precautions will be maintained and parent permission will be obtained before a child travels on any type of transport.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Transport Operations (Road Use Management) Act, 1995 (Qld)*
- *NQS Area: 1.1.5, 2.3.1, 2.3.2, 2.3.3; 4.1; 7.3.5.*
- *Policies: 2.3 – Educator Ratios, 3.5 – Excursions, 4.16 – Vehicle Restraint, 10.9 – Risk Management and Compliance.*



Procedures

Selecting Transport

All vehicles used must be registered in Queensland.

Drivers are to be licensed to carry the required number of passengers for the purpose. The Service will request the transport company to provide confirmation and evidence of this fact before engaging the company for the excursion.

Educators generally will not be permitted to transport children, but if permitted in any circumstances, the requirements of paragraphs above apply in relation to that educator and the transport used.

“A” Class vehicles will not be used to transport children except in an emergency situation.

In selecting transport, the Service will ensure that a communication system is available for use in the event of emergency.

The Service will in all cases check prior to the excursion what alternative arrangements are available in the event of breakdown.

The Service will use buses with seat belts fitted on all trips.

Children will not be left in the sole care and custody of bus drivers or others. Educator ratios for the Service will continue to apply during transportation (see Policy 2.3 – Educator Ratios).

Excursion Educator/child ratios will apply during transportation.

Vehicle breakdown/accident

In the event of injury occurring during transporting to an excursion, procedures as set out in the Illness and Injury Policy (see Policy 4.5) will be followed.

While waiting for replacement transport/repairs, children will be kept safe, comfortable and occupied with suitable activities.

In the event of a late return to the Service, every effort will be made to notify parents eg. to arrange for a notice to be displayed at the Service or to contact parents individually.

3.7 Physical Activity Policy

The service aims to provide all children with appropriate, frequent and varied physical activity opportunities, focusing on enjoyment and participation, thereby encouraging positive physical activity habits in all children.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- 'My Time, Our Place' Framework for School Age Care
- Physical Activity and Sedentary Behaviour Guidelines for Children 5 – 12 years
- *Duty of Care*
- *NQS Area: 1.1.1, 1.1.2, 1.1.5, 1.1.6; 1.2; 2.1.1; 2.2.2; 2.3.1, 2.3.2; 3.1; 3.2; 4.1; 5.1; 5.2; 6.2.1, 6.3.3; 7.1.2; 7.2.1, 7.3.5.*
- *Policies: 2.3 – Educator Ratios, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educator's Practice, 4.8 – Sun Safety, 6.1 – Space and Facilities Requirement, 6.2 – Provision of Resources and Equipment, 8.4 – Educator Professional Development and Learning.*



Procedures

When planning physical activity games and experiences, individual children's needs, interests, ages and capabilities will be taken into consideration

Educators will set up the indoor/outdoor area in such a way as to:

- promote safe physical play for children of different age groups and capabilities;
- stimulate children's interest and curiosity by being creative in their use of equipment and materials;
- Offer a range of challenges and experiences, inviting children to explore, discover and experiment;
- Facilitate the inclusion of children with special/additional needs;
- Support children to create their own games and experiences.

Educators will encourage children to help plan and set up physical play activities and equipment.

Educators will encourage children to play safely while negotiating indoor and/or outdoor play spaces to ensure the safety and wellbeing of themselves and others.

Educators will encourage and provide appropriate support to children to participate in new or unfamiliar physical experiences.

Educators will act as good role models by becoming involved in and enjoying children's physical activities.

Amount and types of Physical Activity

McDowall OSHC contributes to the recommended daily physical activity for children in accordance with the physical activity recommendations for 5-12-year old students as published by the Australian Government Department of Health and Ageing.

Children are actively encouraged to participate in a combination of moderate and vigorous physical activities every day, as part of play and games.

To encourage children to play outdoors, television, computer and/or game consoles will be restricted to certain times of the day.

The service will vary activity sessions to provide opportunities for children to participate in a variety of activities that are fun, suit their interests, skills and abilities and help to build their confidence.

Educators may incorporate water-based play activities into the outdoor environment ensuring risk assessments have been conducted prior to implementation.

Safe and supportive environments

Playgrounds, indoor and outdoor environments are checked regularly to ensure they are safe to use.

All physical activity sessions will be adequately supervised by an educator/s.

In adverse weather conditions, outdoor playing time is substituted with equivalent indoor activities.

Educators and children wear broad-brimmed hats and apply a 30+ sunscreen on exposed skin at regular intervals when involved in outdoor activities (see Policy 4.8 – Sun Safety).

During outdoor play, children will be encouraged to play in shaded areas.

Drinking water is readily available with educators encouraging children to access it.

A well maintained first aid kit is on hand at each activity session.

Equipment

A wide range of safe, adequate and appropriate equipment for physical activity is available for children and, there are a variety of facilities available for children to use.

All play equipment is regularly maintained and cleaned with broken items identified and removed.

Equipment provided is flexible enough to allow children to move resources and equipment inside and/or outside to extend their learning opportunities.

Learning about physical activity

Educators inform children about the importance of physical activity for future health and wellbeing.

Physical activity information and guidelines for parents is available at the sign-in area.

There is an allowance in the service budget for educators to attend training in relation to a physical activity for children.

Appropriate physical activity manuals and other resources are available at the service.

This policy was adapted from Qld Health 'PanOSHC' Physical activity policy for McDowall OSHC.

3.8 Extra-curricular Activities Policy

The Service recognises that extra-curricular activities provide opportunities for children to engage in enriching extension programs which support their growth and development. Where possible, the service will work with local and wider community groups to support the provision of such activities within the legislative framework for McDowall OSHC.

The Service understands, from time to time, extra-curricular activities may be provided within or close to the school grounds and that some families may wish to access these for their children who are attending McDowall OSHC. It is therefore essential to implement practices which support the needs of children and families without compromising the capacity to provide quality care for all children attending the service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 1.1.2, 1.1.3, 1.1.5; 1.2.2; 2.3.1; 4.1; 6.1.1; 6.2.1; 6.3.2; 7.3.1, 7.3.4, 7.3.5.*
- *Policies: 2.3 – Educator Ratios, 3.11 – Escorting Children, 9.3 – Communication with Families.*



Procedures

The family shall be responsible for informing the McDowall OSHC service of any extra-curricular activities that the child/ren may be involved in whilst enrolled and registered to attend the service. This may be done by completing the extra-curricular permission slip.

In making an appropriate decision, the Coordinator shall be required to consider:

- The accessibility and availability of educators to fulfil such functions;
- Legislative implications for the service such as maintaining ratios;
- Any financial implications or impacts on the service;
- Any negative impacts on other children attending the service who are not directly involved in the extra-curricular activity;
- Manageability.

The Coordinator shall maintain the right to make an appropriate decision regarding possible arrangements.

The family shall maintain the right to appeal the decision of the Coordinator through the service's grievance procedure. This should be directed to the Management Committee following procedures set out in the service Complaints Handling Policy (see Policy 9.5).

3.9 Creative and Expressive Arts Policy

The Service recognises that by providing access to creative and expressive arts opportunities for children it encourages them to have fun, enjoyment, mastery and success. Children are encouraged to work collaboratively with educators and other children, to initiate and contribute to experiences from their own ideas.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*

- 'My Time, Our Place' Framework for School Age Care
- NQS Area: 1.1.1, 1.1.2, 1.1.4, 1.1.5, 1.1.6; 1.2.1, 1.2.2; 2.3.1, 2.3.2; 3; 4.1; 4.2.1; 6.3.3; 7.1.2, 7.2.1, 7.3.5.
- Policies: 3.1 – Educational Program Planning, 3.3 – Educators Practice, 6.2 – Provision of Resources and Equipment.



Procedures

When planning creative and expressive arts experiences, individual children's needs, interests, ages and capabilities will be taken into consideration by the Lead Educator for Creative and Expressive Arts.

The Lead Educator for Creative and Expressive Arts and Educators will encourage children to actively participate in a variety of creative and expressive experiences including art and craft, singing, dancing and imaginative play.

The Lead Educator for Creative and Expressive Arts and Educators will encourage and provide appropriate support to children to participate in new or unfamiliar creative and expressive arts experiences.

The Lead Educator for Creative and Expressive Arts and Educators will ensure the program provides a balance of planned experiences as well as those which are spontaneous and child initiated.

The Lead Educator for Creative and Expressive Arts and Educators will encourage children's efforts to extend and express themselves creatively by providing open ended resources and materials, musical instruments, dress-ups, cd's and/or a stereo.

When setting up creative and expressive arts experiences, the Lead Educator for Creative and Expressive Arts and educators will set the area up in such a way as to:

- promote safety for children of different age groups and capabilities;
- stimulate children's interest and curiosity by being creative in their use of equipment and materials;
- Offer a range of challenges and experiences, inviting children to explore, discover and experiment;
- Facilitate the inclusion of children with special/additional needs;
- Support children to create their own experiences.

The Lead Educator for Creative and Expressive Arts and Educators will encourage children to help plan, set up and document creative and expressive activities and experiences.

The Lead Educator for Creative and Expressive Arts and Educators will allow sufficient time and space for children to engage in sustained or extended activities based on the interest and capabilities of the children.

3.10 Observational Recording Policy

The Service acknowledges the need to document children's participation in the program to inform future program development and to ensure the needs, interests and abilities of all children are broadly considered. We acknowledge that children's participation and experiences may be documented in different ways, depending on the context of the observation.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*

- *Privacy Act 1988 and Regulations 2013*
- 'My Time, Our Place' Framework for School Age Care
- *NQS Area: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5; 1.2; 2.2.2, 2.3.4; 3.2; 3.3.1; 4.2.1, 5.2.2, 5.2.3; 6.3.2; 7.1.2; 7.2.1, 7.2.3; 7.3.1, 7.3.5.*
- *Policies: 2.1 – Respect for Children, 2.5 – Reporting of Child Abuse, 2.10 – Reporting Guidelines and Directions for Handling Disclosure and Suspicions of Harm, 2.13 – Use of Photographic and Video Images of Children, 3.1 – Educational Program Planning, 3.2 – Program and Documentation Evaluation, 8.1 – Role and Expectations of Educators.*



Procedures

The service shall draw upon the 'My Time, Our Place' Framework for School Age Care in guiding practice and will use this framework as a foundation for observational recording.

The service shall take a collaborative approach to the documenting of children's participation in the program as educators work with children to document their experiences and learning through a variety of methods including:

- Anecdotes;
- Photographs;
- Journals;
- Learning stories;
- Programming notes; and
- Evaluation forms.

Lead Educators and Educators may be required to complete observations/documentation regarding specific children's needs, particularly in relation to children with identified additional needs and/or medical concerns.

As part of the services ongoing planning, reflection and evaluation processes, Lead Educators and educators will be required to document various aspects of children's learning and experiences within the program to ensure the services' identified goals are met.

The service may from time to time require Lead Educators and educators to document long records of observations, particularly in respect to behavior incidents or issues relating to child protection matters.

The records and observations, if appropriate, may be made available to families upon request but shall under no circumstances breach confidentiality or privacy of another child or family in the sharing of such information.

Lead Educators and Educators shall receive appropriate training and support to develop their observational recording skills.

3.11 Escorting Children Policy

The service seeks to maintain the health, safety and wellbeing of children and educators by ensuring that appropriate procedures are implemented with regards to escorting children between the McDowall OSHC service, school and/or any other designated activity/venue.

The service also acknowledges that, from time to time, families may arrange for their child to participate in extra-curricular activities whilst enrolled at McDowall OSHC. Any arrangements for escorting to and/or collection from these activities will be in accordance with this policy.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Duty of Care*
- *NQS Area: 2.3.1, 2.3.2; 4.1; 6.1.1; 6.2.1; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 2.3 – Educator Ratios, 3.5 – Excursions, 3.8 – Extra-curricular Activities, 9.3 – Communication with Families.*



Procedures

The service will seek written permission from a parent/guardian (or authorised nominee) for any activity requiring their child/ren to be escorted to/from the McDowall OSHC premises, including for the purposes of excursions (see activities escort and excursion permission forms in Appendix D).

If the excursion/outing is a regular one, written permission is only required to be obtained once in a 12 month period, unless there is a significant change (i.e. building works).

Parent/guardian permission shall be obtained prior to the planned excursion or activity. Information included as part of the parent permission will include, but not be limited to:

- Reason for an excursion or planned activity;
- Date and description of planned activity;
- Method of transport and proposed travel time;
- The ratio of educators to the number of children attending.

The service shall develop a risk assessment and implement a management plan to ensure the safety and wellbeing of all children and staff during excursions/escort periods. All educators will need to read and sign off on risk assessments prior to excursions or escorting of children.

The service shall maintain an appropriate ratio for excursions and/or activities where children are required to be escorted to another area.

The service shall ensure confidential storage and maintenance of parent/guardian permission relating to excursions and/or escorting of children.

Children in Prep will be taken to their classrooms by a staff member at 8:30am and collected from their classrooms at 2:30pm and brought back to the McDowall OSHC building to be signed in.

Staff will supervise children at all times.

In the event of an injury occurring away from the McDowall OSHC building, all procedures will be adhered to as per Policy 4.5 Illness & Injury Policy.

3.12 Sustainability Practices Policy

The service is committed to ensuring policies and procedures developed as part of the program, minimize environmental impact and provide children with experiences of the natural world, helping them to understand their place in it and to take responsible action to preserve it. The service is also committed to establishing sound environmental practices relating to all operational aspects of the service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Environmental Protection Act 1994, Environmental Protection Regulation 2008*
- *NQS Area: 3.3*
- *Policies: 3.1 – Educational Program Planning, 3.3 – Educator Practices, 6.5 – Use and Maintenance of Air Conditioning, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.3 – Communication with Community, 9.6 – Parent and Community Participation.*



Procedures

The Service Coordinator, Educational Leader, Lead Educators and educators will be encouraged to follow sound environmental practices and understand their role in positive modelling for the children.

The Educational Leader, Lead Educators and Educators work collaboratively with the children and their community to develop and implement sustainable practices related to the service program and routines, including (but not limited to):

- Using recycled items in craft activities;
- Recycling scrap paper for use;
- Establishing a garden and using the produce in the service menu;
- Using produce waste to feed the worms in the established worm farm
- Collecting rainwater and using it to water the garden;
- Energy efficient building design (block walls, louvers for efficient cross ventilation)
- Energy efficient fluorescent lighting
- Energy efficient ducted air conditioning which is used only when required.
- Waste minimisation including:
 - Electronic billing to minimise paper, electricity and printing materials.
 - Electronic document and record keeping - minimisation of paper and printing (toner) consumption.
- Use of biodegradable paper serving trays for afternoon tea.
- Creating and utilising play spaces for children to interact with the natural environment; and
- Undertaking regular reviews of sustainable practices within the service.
- Recycling all other recyclable materials in the respective bins.

Educators will encourage children to be aware of energy efficiency, particularly in relation to the use of lighting, heating and air conditioners.

3.13 Water Safety Policy

The service acknowledges that water activities are a significant part of our Queensland culture therefore we aim to provide children with experiences that are safe and fun. The service recognises that the safety and

supervision of children in and around water is of the highest priority therefore children will be closely supervised at all times during water play experiences. The scope of this policy includes swimming activities, water play, excursions near water, hot water and drinking water within the service environment.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Duty of care*
- *NQS Area: 2.3.1, 2.3.2; 4.1.1*
- *Policies: 2.3 – Educator Ratios, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educator Practices, 3.5 – Excursions, 3.7 – Physical Activity, 4.8 – Sun Safety, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance.*



Procedures

The Nominated Supervisor/ Coordinator will:

- Provide information and guidance to educators and families on the importance of children's safety in and around water.
- Ensure work, health and safety practices incorporate approaches to safe storage of water and play.
- Ensure clean drinking water is available at all times.
- Conduct a comprehensive risk assessment prior to any water activities taking place. The risk assessment shall identify the educator to child ratios required to ensure children's safety.

Educators will:

- Ensure water troughs or containers for water play are filled to a safe level and emptied onto garden areas after use.
- Buckets of water used for cleaning are emptied immediately after use. Buckets are not to be left in play areas or accessible to children unless they are being used as part of a program experience.
- Encourage children to play in or near water safely, giving appropriate instructions and guidance.

If Grey water systems and/or water tanks are located within the service environment they will be labelled with 'do not drink' signage to ensure children are not accessing this water for drinking or hand washing.

Hot water that may be accessible to children during service operation will be maintained at an appropriate temperature (43.5°C or less).

Water for pets at the service must be changed regularly and only accessible to children when educators are present.

Swimming Activities

All bodies of water present a significant risk to children therefore the service will ensure the following procedures are implemented:

- A comprehensive risk assessment of the venue and activity will be conducted to determine the required educator/child ratio. Consideration will also be given to the capacity of educators to rescue children from water.
- Families must complete a 'Swimming Ability Form' for each child attending the activity. Information gained through this form will identify children's swimming competence and assist educators to manage their safety while in the water.
- Educators will be positioned both in and out of the water to allow them to directly and actively supervise any child accessing the water.
- At least one educator with a current first-aid qualification and CPR qualification, anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2011*, is in attendance and immediately available in an emergency.

3.14 Valuing Diversity, Culture and Reconciliation Policy

The Service supports, respects and actively promotes principles of diversity and equity. These principles are seen as integral to embedding culture within the service's day to day program experiences for children. Educators, children and families are encouraged to share relevant aspects of their culture with the service enabling the service to make informed and appropriate responses to the multiple ways of being and belonging.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- QLD Anti-Discrimination Act 1991
- *Family and Child Commission act 2014*
- *NQS Area: 1.1.2, 1.1.5; 5.1.1, 5.1.3; 5.2.3; 6.1.2; 6.2.1, 6.2.2; 6.3.1, 6.3.3, 6.3.4; 7.3.1, 7.3.5*
- *Policies: 2.1 – Respect for Children, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 5.6 – Menu Development, 8.4 – Educator Professional Development & Learning, 9.2 – Enrolment, 9.3 – Communication with Families, 9.4 – Communication with Community, 9.6 – Parent and Community Participation*



Procedures

All staff shall be committed to providing a service which embraces children and their families holistically. They will be active, focused and reflective in embracing these principles and demonstrate sensitivity and respect for cultural differences.

Coordinators and educators support children's cultural experiences through:

- Talking about culture with children;
- Responding to children's curiosity about culture with thoughtful and appropriate experiences;
- Encouraging children to value the multiple ways of seeing, being and belonging;
- Actively challenge bias through conversations;
- Demonstrate principles of equity and anti-bias through their own behaviour and interactions with others.

Coordinators and educators will actively seek opportunities to develop their own knowledge and skill demonstrating their commitment to cultural competence.

All staff will collaborate with families and explore opportunities to embed culture within the program's experiences and activities.

All staff will demonstrate value and respect for Australia's Aboriginal and Torres Strait Islander cultures and collaborate on the development of a reconciliation plan which includes:

- Identifying the local elders within the community;
- Building a relationship with local elders and exploring ways in which these elders can share in the service's plan for reconciliation;
- Including an 'Acknowledgement to Country' in appropriate ceremonies and events;
- Other aspects as seen relevant to supporting the local needs of the service.

3.15 Cooking with Children Policy

The Service acknowledges the value of offering experiences that develop children's life skills as part of the program including food preparation and cooking experiences. The service also recognises that children's competence and skill level with food preparation and cooking activities will vary therefore effective risk assessment and management procedures are implemented to ensure children's safety.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *NQS Area: 1.1.2, 1.1.3, 1.1.5; 1.2.2; 2.1.1, 2.1.3; 2.2.1; 2.3.1, 2.3.2; 3.1.1, 3.1.3; 3.2.2; 4.1.1, 4.2.1; 5.1; 5.2.1; 6.1.2; 6.2.1; 7.3.5.*
- *Policies: 2.1 – Respect for Children, 2.3 – Educator Ratios, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 4.3 – Hygiene, 5.1 – Food Handling and Storage, 5.2 – Food and Nutrition, 5.5 – Cleaning and Sanitising, 5.6 – Menu Development, 6.1 – Space and Facilities, 6.2 – Provision of Resources and Equipment, 9.3 – Communication with Families, 9.6 – Parent and Community Participation.*



Procedures

Cooking experiences will be regularly provided as part of the service program to enhance children's life skills and provide an opportunity to promote healthy eating.

The service may require families to give written permission prior to their child participating in cooking activities that include cutting with knives and/or using hot cooking utensils and equipment.

When planning cooking experiences for the program, educators will ensure healthy food options are considered as first preference with occasional foods being kept to a minimum.

Cooking experiences shall have a completed risk assessment conducted prior to implementing the experience. Such an assessment should consider as a minimum:

- The risk benefit analysis;
- Ages of the children participating;
- Number of children participating;
- Ingredients and allergies;
- Cooking utensils available;
- Exposure to extreme heat;
- Hygiene; and
- Food preparation practices.

4.1 General Health and Safety Policy

This Service strives, through the following specific policies and procedures, to provide a safe, clean and healthy environment where safety and hygiene procedures are practised at all times to promote and support the health, wellbeing and safety of children, recognising particular needs of children in this respect, and of educators, staff members, parents and others coming to the Service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Child Protection Act 1999 and Regulations 2000*
- *Duty of Care*
- *NQS Area: 2.1.1, 2.1.3, 2.1.4; 2.2.1; 2.3.1, 2.3.2, 2.3.3; 3.1.1, 3.1.2; 3.2.1; 4.1; 6.1.1; 6.2.2; 6.3.3, 7.1.2; 7.3.1; 7.3.5.*
- *Policies: 4.5 – Illness and Injury, 4.6 – Medication, 4.8 - Sun Safety, 5.1 – Food Handling and Storage, 9.2 – Enrolment.*



Procedures

The enrolment procedures (see Policy 9.2) will include the requirement that parents advise any particular health issues (including medications, special dietary or other requirements) and any other specific needs of their children.

The Coordinator will ensure that all educators and other staff members are aware of all such specific notified needs.

The Coordinator will ensure that educators have appropriate education or training to enable them to undertake basic support of the health needs of children, including administering medications, allergic reactions, basic first aid and special dietary requirements.

The Coordinator requires all educators to complete and maintain a current first-aid qualification and CPR qualification, anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2011 (Part 4.4, 136(1))*. These Educators will be in attendance at any place children are being care for, and immediately available in an emergency, at all times that children are being cared for (i.e. children go to oval or park, then a qualified first aid person must go with them).

To ensure the environment is safe for children, the Coordinator will be responsible to ensure that the relevant daily safety checklists (see Appendix D) are completed, prior to the children having access to those areas.

Educators will ensure that equipment is:

- cleaned as per the cleaning checklist;
- used safely by the children, and;
- is used for its correct purpose.

Risk assessments will be conducted for high risk activities and/or events including excursions.

Educators will actively supervise children within their area.

Educators will ensure that they, and the children, have applied a SPF30+ sun screen and wear a board brimmed hat, prior to outdoor play. Timing of outdoor activities will be guided by the Sun Safety Policy (see Policy 4.8), specifically the UV rating for the day.

Children who are unwell will be isolated from other children in a quiet area, until a parent or caregiver can come to collect them.

Educators will ensure that all food handling and storage procedures are followed to prevent the risk of contamination.

4.2 Infectious Diseases Policy

The Service strives to remove immediate and/or serious risks to the health of the children, from possible cross-infections, by adopting appropriate procedures for dealing with infectious diseases*, whilst respecting the rights of individual privacy. Accordingly, all people, including children, educators and parents, with infectious diseases will be excluded from attending the Service to prevent the diseases spreading to others.

* When **infectious disease** is referred to in these policies and procedures, it means communicable diseases and notifiable diseases (see Commonwealth Department of Health at www.health.gov.au)



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *National Health and Medical Research Council 'Staying Healthy in Childcare' 4th edition*
- *NQS Area: 2.1.3, 2.1.4; 4.2.1; 6.1.3; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 4.1 – General Health and Safety, 4.3 – Hygiene, 4.4 – Preventative Health and Wellbeing, 4.14 – Infectious Disease Response Strategy, 8.16 – Employee Immunisation, 9.2 – Enrolment.*



Procedures

Monitoring

The Service will subscribe to available alert services through the Commonwealth Government Department of Health and Ageing (see www.health.gov.au) and Queensland Health (www.health.qld.gov.au) to keep up to date information on infectious diseases within the community.

The NHMRC resource 'Staying Healthy in Childcare' will be referred to when making any decisions in regards to communicable diseases and/or exclusion periods. Fact sheets may also be accessed through the Queensland Health website <http://access.health.qld.gov.au/hid/>

Reporting

It is the responsibility of parents/guardians to inform the Coordinator of any infectious disease that their child, or other immediate family members may be suffering.

Parents/guardians will be advised through the enrolment procedures and the Family Handbook that children who are ill are not to be brought to the Service.

It is the responsibility of educators to inform the Coordinator of any infectious disease that the staff member, or their other immediate family members, may be suffering.

This Service is responsible for reporting to the State Health Authorities all notifiable diseases (as per requirements of the Commonwealth Government Department of Health) and also to report this to parents of other children in this Service as appropriate, but having regard to the privacy of individuals concerned.

The Coordinator will notify the P&C Executive Committee, via the P&C President (Approved Provider) in writing when report of notification has been made to the Department of Health.

Records in regard to infectious disease will be maintained by the Coordinator. These records will include the child's name, age, symptoms, date and time when educators first noticed the illness and any action taken. This record will not be available to other parents/guardians in view of the sensitive nature of a child's health information (see Policy 10.8 – Information Handling (Privacy and Confidentiality)).

A notice will be posted and attention drawn to it when there has been a report of an infectious disease at the Service.

The rights of individual privacy will be respected at all times, and in particular the Privacy Policy of the Service (see Policy 10.8 – Information Handling (Privacy and Confidentiality)) will be observed by all staff implementing these procedures relating to infectious diseases.

Exclusion

All people, including children and educators, who are suffering from any infectious diseases need to be excluded from the Service to prevent others from being introduced to the infection. When any such person is found to be showing signs of any infectious disease:-

- For children, their parents/guardians will be asked to immediately collect their child and seek medical advice;
- For educators and staff, they will immediately be released from work in order to seek immediate medical attention and for the period of the infectious disease;
- For parents or other adults, they will be required to leave the premises of the Service immediately and not re-enter the premises unless and until they are no longer suffering from the infectious disease

If a duly qualified and registered medical practitioner diagnoses an infectious disease, the child/educator shall be excluded for the recommended period (as per NHMRC guidelines).

For diseases which are from time to time published as requiring a doctor's certificate clearing the child/educator, the doctor's certificate will be required before the child/educator is re-admitted to the Service. Information can be obtained from the Department of Health at www.health.gov.au and the National Health and Medical Research Council at www.nhmrc.gov.au.

IMMUNISATION

Children who are younger than seven must meet the Australian Federal Government's immunisation requirements, or have an approved exemption from the requirements for the family to be eligible for Child Care Benefit (CCB).

NON IMMUNISATION

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

4.3 Hygiene Policy

For the ongoing and general health and safety of the children, the Service strives to ensure, for its children and educators, a standard of general hygiene which complies, as a minimum, with legal requirements and, as far as reasonably possible, with the standards expected in the wider community.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Work Health and Safety Act 2011*
- *NQS Area: 2.1.3, 2.1.4; 2.2.1; 4.2.1; 7.1.2, 7.3.5.*
- *Policies: 4.1 – General Health and Safety, 4.2 – Infectious Diseases, 4.4 – Preventative Health and Wellbeing, 4.5 – Illness and Injury, 4.9 Children's Toileting, 4.12 – Non-Smoking, 5.1 – Food Handling and Storage, 5.5 – Cleaning and Sanitising.*



Procedures

Use of gloves

When preparing food, cleaning, or otherwise having contact with bodily fluids (e.g. blood, mucus, vomit, urine, faeces, etc), disposable gloves will be worn.

Used gloves are to be carefully disposed of, immediately after use, in such a way that they would reasonably be expected to be secure from children or others.

Educators are responsible to advise the Coordinator (or other responsible staff member) to ensure that there is an adequate store of disposable gloves available at all times.

Hand Hygiene

The best way to prevent the transmission of disease is through effective hand hygiene, which removes both dirt and germs from the hands. This can be done with soap and running water, or by using a hand rub.

Soap and Water

Educators will wash their hands, and ensure that children wash their hands, thoroughly with soap and water: -

- before handling, preparing and eating of food;
- prior to and after giving First Aid;
- after toileting, handling of animals or other activities which could lead to the spread of infection;
- after contact with/cleaning of body fluids (blood, mucus, vomit, urine, faeces etc).

Hand Rubs

Hand rubs do not replace soap and running water however, they are effective in certain situations, such as when soap and running water are not available. To use a hand rub:

- Apply the recommended amount onto dry hands;
- Rub hands together so the hand rub comes in contact with all parts of the hands;
- Keep rubbing until the cleaner has evaporated and hands are dry.

Children with visible dirt, grease or food on their hands should be encouraged to clean their hands with soap and water, rather than use a hand rub.

Hand rubs will be kept out of reach of children and only used with adult supervision.

Noticeable signs/posters will be placed around the service to alert children to the need for effective hand hygiene.

4.4 Preventative Health and Wellbeing Policy

For the ongoing and general health and safety of the children, the Service strives to ensure, for its children and educators, a standard of general preventative health and wellbeing which complies, as a minimum, with legal requirements and, as far as reasonably possible, with the standards expected in the wider community.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.1.2, 2.1.3, 2.1.4; 3.1.2; 7.1.2; 7.3.5*
- *Policies: 4.1 – General Health and Safety, 4.12 – Non-Smoking, 4.13 – First Aid Waste Management, 4.14 – Infectious Diseases Response Strategy, 5.1 – Food Handling and Storage, 5.5 – Cleaning and Sanitising, 6.3 – Workplace Health and Safety.*



Procedures

Sun Safety

Children and educators will wear broad brimmed hats and appropriate clothing when outside and have adequate shade provided by trees, shelter sheds or shade cloth.

Educators will encourage children, including by way of modeling behaviour, to avoid excessive exposure to the sun. This will be reflected in the timing of outdoor activities which will be kept to a minimum during the hours of 10.00am and 3.00pm, and guided by the UV index for the day.

Educators will encourage children, including by modeling behaviour, to apply a suitable sunscreen (at least SPF30+), which is reapplied according to the manufacturer's recommendations.

Ear Care

Children will be encouraged to consider their own ear health through discussions with educators on issues relating to their ears such as cleaning, noise, water and infections.

Dental Health

The service will ensure parents/guardians and children are provided with appropriate, consistent and up to-date information on the development and maintenance of good oral health by:

- Providing appropriate pamphlets on dental health and hygiene in the parent sign in area;
- Providing water at routine meal times if children need to brush their teeth.
- Encouraging fruit and vegetable consumption;

The Coordinator will ensure that meals/snacks provided by the service are planned to ensure they do not encourage dental decay.

The service will encourage parents/guardians to provide healthy, nutritious food for their child in order to minimize the risk of sweet and sticky foods being eaten by children attending McDowall OSHC.

Service Environment

A quiet area will be provided where children can be quiet and away from other children.

'No smoking' at or about the Service is a condition of entry for all people, including educators, parents and others entering the premises. No Smoking signs will be placed around the service.

Reminder notices and signs, for educators and children, will be placed around the Service to remind all of the need to maintain a clean and healthy environment.

Cleanliness

Educators will ensure that premises used for the Service and all toys, dress-up clothes, paint shirts and other materials and resources are kept clean.

Tables, benches, floor surfaces and toilets will be cleaned thoroughly each day.

The refrigerator will be cleaned once a week.

Cupboards will be kept in a hygienic state to protect against any vermin outbreak. The premises will be regularly treated for the control of pests.

Educators will ensure that all tissues are disposed of immediately after use.

There will be a suitable area for waste disposal. This is to be covered and emptied daily into outside garbage units that are collected regularly or composting options where appropriate.

Recycled items (e.g. toilet rolls for craft activities) which were used, or suspected to have been used, in a non-hygienic environment, will not be used at the Service and will be disposed of responsibly.

There will be suitable disposal facilities for first aid waste such as bandaids, bandages, and/or blood soaked tissues and wipes. These will be disposed of daily.

Soiled clothing will be placed inside a zip lock plastic bag, sealed, placed in the soiled items bin and then handed to the child's parent/s when they collect their child.

4.5 Incident, Illness, Injury and Trauma Policy

The Service proactively strives to avoid injuries or trauma occurring at the Service, and to minimise the impact of injuries, illnesses and trauma by responding appropriately and as quickly as possible. The rights and responsibilities of parents with respect to injuries, illnesses or trauma of their children is acknowledged and will be taken into account in administering all procedures.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Child Protection Act 1999 and Regulations 2000*
- *QLD Community Ambulance Cover Act 2003*
- *Duty of Care*
- *First Aid Code of Practice 2004*
- *NQS Area: 2.1.1, 2.1.2, 2.1.4; 2.3.3; 4.2.1; 6.1.1; 6.2.1; 7.1.2; 7.2.3; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 3.10 – Observational Recording, 4.6 – Medication, 4.10 – Anaphylaxis Management, 4.10 – Anaphylaxis Management, 4.11 – Emergency Health and Medical Procedure Management, 4.13 – First Aid Waste Management, 4.14 – Infectious Diseases Response Strategy, 4.15 – Asthma, 9.2 – Enrolment, 10.8 – Information Handling (Privacy and Confidentiality).*



Procedures

Definitions

Incident: Any unplanned event resulting in or having potential for injury, ill health, damage or other loss.

Injury: Any physical damage to the body

Trauma: An emotional wound or shock that often has long-lasting effects or any physical damage to the body

Minor incident: An incident that results in an injury that is small and only requires minor medical attention (e.g. a bandaid)

Under the *Community Ambulance Cover Act 2003*, all Queensland residents are covered for ambulance transport services anytime, anywhere across Australia. Families who are not Queensland residents must seek cover at their own cost.

Parental Permission

Written consent from the child's parent/guardian will be sought through the enrolment process for the coordinator (or, in absence of the coordinator, a staff member qualified in first aid) to obtain medical attention, in keeping with the Policies and Procedures of the Service, if required.

On occasion, it may be necessary for a child to have an Individual Medical Action Plan. These plans must be provided by the parent/guardian and be developed in collaboration with the family medical practitioner. Information contained may relate to management plans surrounding conditions such as anaphylaxis, asthma or epilepsy. Permission will be obtained from the parent/guardian to display this where staff can easily familiarise themselves with the health issue.

Written consent will also be obtained from the parent/guardian for the use of all health and other personal information which the Service has relating to the child, for the purpose of enabling the Service to:

- Administer care and assistance to the child, including by obtaining emergency or other medical assistance or care for the child in accordance with this policy; and
- Report any injury, illness or trauma as required by law.

First Aid

At least one educator with a current first-aid and CPR qualification, anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2011*, will be in attendance at any place children are being cared for and immediately available in an emergency, at all times children are being cared for by the Service.

Disposable gloves will be worn when administering first-aid, and will be disposed of immediately after use, in a way that they are reasonably secure from children and others.

The coordinator will, or delegate a qualified educator to, ensure that the following are kept at the Service at all times, and are accessible to the educators but not to children:

- A fully maintained and equipped first aid kit, adequate for the number of children attending the Service;
- A recognised and current first-aid manual; and
- A cold pack and ice ready for use in the administering of first aid;
- A store of disposable gloves;
- Current emergency contact telephone numbers.

Immediate procedure upon injury, illness or trauma

If a child is involved in an incident, becomes ill, injured or suffers a trauma while attending the Service:-

- Staff will comfort and calm the child;
- Minor head injuries will be reported to the coordinator, monitored for safety and recorded on the relevant form if deemed necessary. Parents/guardians may be contacted at the coordinators' discretion.
- Significant head injuries will be reported to the parent/guardian via phone, notifying of the circumstances including:-
 - The treatment administered; and

- Whether the child has returned to normal activities as deemed appropriate by coordinator or first aid qualified educator.
- An educator, qualified in first aid, will administer appropriate first aid and assess the child's condition in conjunction with the coordinator;
- Non-prescribed oral medications will not be administered to any child;
- If necessary, the coordinator, or qualified educator, will ensure that the child is separated from the other children and made as comfortable as possible in a quiet, well ventilated area;
- If necessary, the coordinator, or qualified educator, will contact the parents/guardians to collect their child as soon as possible;
- The child will be kept under adult supervision and their condition monitored until the parent's arrival.

If the child's condition is assessed as serious or deteriorates and emergency medical attention is necessary:

- If a child requires emergency medication (epipen, ventolin etc), the coordinator will attempt to obtain verbal consent from the parent/guardian, prior to calling for an Ambulance;
- The coordinator, or qualified educator, will call an ambulance;
- All attempts will be made to notify the parents; and
- If parents are unable to accompany the child to the hospital, the coordinator, or qualified educator who administered the first aid, will accompany the child provided that they leave at least one educator who is qualified in first aid at the Service and that the Service ratios are still met.

All costs incurred in obtaining medical attention for a child will be met by the parents/guardians.

Recording and reporting incidents, injuries, illness and trauma

An incident, accident, injury or trauma report must be completed, as soon as reasonably possible after a child suffers an injury, illness or trauma, by the educator who administered care or first aid to the child.

The information which must be included on the report after a child suffers an injury, illness or trauma at the Service is:

- The child's name;
- Date and time of accident/incident;
- Details of accident/incident;
- Parents/guardians contacted;
- Treatment and outcome of accident/incident;
- Staff signature and witness signature; and
- Parent's signature confirming knowledge of accident.

The information contained in the incident, accident, injury or trauma report forms must not be used for any purpose except strictly in accordance with this Policy, the Privacy Policy (see 10.8 – Information Handling (Privacy and Confidentiality)) and any other relevant policies of the Service.

For incidents that may require minor first aid (e.g. bandaids), an entry must be made in the first aid record book, located with the service first aid kit. Information to be included in the first aid record book may include:

- The child's name,

- The reason for and location of bandaid (on their person), and
- Educator signature.

The coordinator will ensure that the parent of a child who is involved in an incident, is injured, ill or suffered trauma at the Service is informed of the situation, and the treatment given, on collection of the child.

The coordinator is responsible for the obligation under section 174 (4) of the *Education and Care Services National Law Act 2010* to report to the relevant Regulatory Authority if a child dies, or suffers an injury at the Service for which treatment from a medical practitioner was obtained, or ought reasonably to have been sought.

4.6 Medication Policy

In the interests of health and wellbeing of the children, the Service will only permit medication to be given to a child if it is in its original packaging with a chemist label attached. The chemist label must state the child's name and dose of medication required.

The service recognizes and acknowledges the skill and competence of children in working collaboratively with families to enable children to self-administer medications, with prior parent authority.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.1.1, 2.1.4; 2.3.3; 4.2.1; 6.1.1; 6.2.1; 6.3.2; 7.1.2; 7.3.1, 7.3.2; 7.3.3, 7.3.5.*
- *Policies: 4.1 - General Health and Safety, 4.10 – Anaphylaxis Management, 4.11 – Emergency Health and Medical Procedure Management, 4.15 – Asthma, 9.2 - Enrolment, 10.8 – Information Handling (Privacy and Confidentiality).*



Procedures

See procedures under Policy 4.1 – General Health and Safety, regarding obligations for parents/guardians to advise the Service of particular health needs, including medication, for their children.

Parents/guardians will be requested, through the Family Handbook (see Policy 9.3 – Communication with Families) and initial enrolment procedures (see Policy 9.2), to respect this Medication Policy and, wherever possible, to administer any prescribed medication to their child before or after attending the service, rather than requesting the service to do so, unless absolutely necessary.

Educators will only be permitted to administer medication to a child if it is:-

- In its original package with a pharmacist's label which clearly states the child's name, dosage, frequency of administration, date of dispensing and expiry date; and
- Accompanied by a medication authority form (see appendix d), completed by the parent/guardian.

All medication will be stored in a locked cupboard or similar storage receptacle. Storage should prevent unsupervised access and damage to medicines e.g. some may require refrigeration.

All medication will be administered by the coordinator (or an educator nominated by the coordinator who is duly qualified in first aid) and witnessed by another educator. Administration of medication will be recorded in a medication administration register (see Appendix D). The coordinator and educator witness must fill out and sign the register with the parent signing acknowledgement at the end of the day.

All unused medication will be returned to the parent on collection of the child.

Individual medical management plans will be developed if necessary in conjunction with the coordinator or a qualified first aid educator, parent/guardian, child and other health/educational professionals if required.

Children self-administering medication

The service permits children over preschool age to self-administer medication however the relevant authority form must be completed by the parent/guardian, prior to the child administering the medication.

This information will be detailed in the child's medical conditions management plan and the medical conditions risk minimisation plan if appropriate, and the location of the child's medication for self-administration must also be noted and made available to educators.

Educators will supervise children who are self-administering medications and to promote consistency and ensure the welfare of all children using the service, educators will ensure each child follows all administration of medication, health and hygiene policies and procedures.

Should educators feel that the child is not able to successfully administer the medication then they reserve the right to administer it on behalf of the child.

The service will record all instances of supervised self-administration of medication as per the procedures articulated within this policy

For children with asthma, diabetes or other similar ongoing medical conditions requiring medication, parents/guardians will be required to advise the coordinator in writing whether their child will be responsible for administering their own medication as well as full details of how, when (i.e. at what intervals) and by whom all such treatment is to be administered.

****Please Note**** The Education and Care National Regulations 2011 (part 4.2, 90 (2)) states that "*The medical conditions policy of the education and care service must set out practices in relation to self-administration of medication by children over preschool age if the service permits that self-administration.*"

4.7 Animals Policy

The service recognizes and acknowledges the role that animals play in the lives of children, therefore animals cared for by McDowall OSHC will be in keeping with any regulated requirements with adequate shelter provided. Wildlife and stray animals will be dealt with in accordance with this policy.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Duty of Care*
- *Check local authority regulations, e.g. Brisbane City Council by-laws on keeping relevant animals*
- *NQS Area: 2.1.3, 2.1.4; 2.3.1, 2.3.2; 3.1.1; 6.1.2; 6.2.1; 7.3.5.*

- *Policies: 4.1 - General Health and Safety, 4.2 - Infectious Diseases, 4.3 - Hygiene, 4.4 - Preventative Health and Wellbeing, 9.3 – Communication with Families.*



Procedures

The coordinator will ensure that any animal, which poses a health or safety risk to any child in the Service, is safely and responsibly removed immediately.

Hand washing and hygiene procedures will be followed after the handling of all animals, whether it is the service animal or a stray.

No animals will be permitted in food preparation areas.

Keeping of animals

The Service will only keep animals:

- Where they are appropriate to the program of the Service;
- If no children and/or educators are allergic to that type of animal;
- If permitted by local authority regulations, and;
- If the service has sufficient and adequate space and/or area for the keeping of the animal.

Animals cared for by the Service will have plenty of food, water, air, bedding and shelter appropriate to their needs. Animals will be fed an appropriate and nutritious diet to maintain their health, following recommended guidelines where available. The animal enclosure and bedding will be cleaned regularly with due consideration to maintaining a healthy and safe environment.

Under the supervision of educators, children will be encouraged to help with the feeding and watering of service animals. Depending on the animal, families and educators may be encouraged to take care of it at home over periods of long weekends and/or service closures.

Stray animals

In the case of a stray domestic animal (e.g. dog or cat), educators will appropriately remove and restrain it (if safe to do so). Attempts will be made to contact the owners of the animal (if known) or local authorities for collection.

Stray animals will be restrained in an area away from the children and provided with adequate water.

Wildlife

In the case of a wild animal (e.g. snake, possum, bird), educators will monitor the whereabouts of the animal to ensure it doesn't pose a risk to children and others. Attempts will be made to contact local wildlife authorities.

Service evacuation and/or lockdown procedures may be implemented if the wild animal (e.g. snake, possum) is inside the McDowall OSHC building or in an area that poses a risk to children and others.

4.8 Sun Safety Policy

Rationale

Queensland has the highest rate of skin cancer in the world. Of all new cancers diagnosed in Australia each year, 80 per cent are skin cancers. Given that children in childcare are there during peak ultraviolet radiation (UVR) times throughout the day, early childhood settings play a major role in both minimising

children's UVR exposure and providing an environment where policies and procedures can positively influence long-term behaviour.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Research shows that sunburn contributes to skin cancer and other forms of skin damage such as sunspots, blemishes and premature ageing. Most skin damage and skin cancer is therefore preventable.

Ultraviolet radiation (UVR) levels are highest during the hours that children are at childcare settings. As children will spend a portion of their day outdoors, we are committed to protecting them from harmful effects of the sun.

The rationale for this policy was provided by the Queensland Cancer Council and is consistent with their Sun Smart Policy Guidelines for Early Childhood Settings

The purpose of this Sun Safety Policy is to ensure that all children, staff and visitors attending our service are protected from skin damage caused by harmful UVR from the sun.

The service will provide a SunSmart environment that support Sun Safe practices and create an awareness of the need to reschedule outdoor activities to support Sun Safe practices.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011*
- *Duty of Care*
- *Cancer Council Queensland's SunSmart Policy Guidelines – Early Childhood Cancer Council Australia*
- *NQS Area: 1.1.3; 2.1.1; 2.2.2; 2.3.2; 3.1.1; 4.2.1; 6.1.1, 6.1.3; 6.2.1; 7.1.2; 7.3.2; 7.3.5.*
- *Policies: 3.7 – Physical Activity, 4.1 - General Health and Safety, 4.4 - Preventative Health and Wellbeing, 9.2 – Enrolment, 9.3 – Communication with Families.*



Procedures

Sun safety will be practiced at our service throughout the whole year.

The service will provide a sun safe hat for each child to wear while in the care of the Service. These hats will be washed daily after use. Parents may alternatively provide a broad brimmed SunSmart hat which protects the face, neck, ears and crown of the head for their child and encourage them to wear it. No caps will be accepted. The children will only be allowed to wear McDowall OSHC hats on excursions.

Parents will be asked to provide appropriate SunSmart clothing that protects as much of the skin as possible. Loose fitting clothing and darker colours will be more comfortable and effective.

Educators will ensure that all children, staff and visitors attending McDowall OSHC are protected from the harmful UV effects of the sun during the recommended times of the day. The Coordinator will:-

- Inform Parents of our Sun Safety Policy when children are enrolled. The Sun Safety Policy will be included in the enrolment package information.
- Ensure all sun protection measures are applied to children, staff and visitors while outside when the UV level is 3 or above, which in Queensland, is all year round including:-
 - Wearing adequate SunSmart clothing and use shaded and/or covered areas;
 - Wearing broad brimmed hats that protect the face, neck and ears;

- Applying SPF 30+ broad-spectrum, water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours (with parent permission and allergy safe as required).
- Incorporate education programs that focus on skin cancer prevention and early detection into the program.
- Ensure all staff, children and visitors act as positive role models and demonstrate SunSmart behaviour when attending the service.
- Ensure that adequate shade is provided during outdoor events including excursions.

Ongoing feedback and support will be sought from parents and the school community for the Sun Smart policy and its implementation, through newsletters, parent meetings etc.

The Sun Safety policy will be reviewed regularly (at least annually) with children, staff, parents and the McDowall SS P&C OSHC Subcommittee.

References:

Cancer Council Queensland SunSmart Policy Guidelines – Early Childhood,
http://www.cancerqld.org.au/icms_docs/54255_Early_Childhood_Settings_SunSmart_Policy_Guidelines_.pdf

4.9 Children's Toileting Policy

The service recognises the need to ensure the safety of all children whilst accessing the toilet and acknowledges that in rare incidents, children may require additional support and assistance. Thus the service management seeks to ensure that the personal health, hygiene and safety of children and educators is supported, through the consistent implementation of the following procedures to protect children from risk of harm or injury. McDowall OSHC requires children to be toilet trained, and able to clean and change themselves in the instance of a toileting incident.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Family and child Commission Act 2014*
- *Child Protection Act 1999 and regulations 2000*
- *NQS Area: 1.1.5; 2.1.1, 2.1.3; 2.3.1, 2.3.2; 4.1; 4.2.1; 5.2.3; 6.1.1; 6.3.3; 7.1.2; 7.3.1, 7.3.5.*
- *Policies: 2.1 – Respect for Children, 2.3 – Educator Ratios, 2.11 – Including Children with Special/Additional Needs, 3.5 – Excursions, 4.3 – Hygiene, 9.2 – Enrolment, 9.3 – Communication with Families*



Procedures

Educators shall check the toilet facilities for safety prior to the commencement of the daily program/s including before school, after school and vacation care.

All children shall be actively supervised whilst accessing the toilet facilities.

Children shall have access to the toilets located outside the McDowall OSHC building and the toilet located inside the OSHC building.

Adults shall only have access to the toilet located inside the McDowall OSHC building.

Due to the limited facilities offered at McDowall OSHC, all children that attend McDowall OSHC are to be able to toilet themselves and are expected to be able to clean themselves up and /or change themselves in the event of a toileting accident.

Educators shall be required to support the personal hygiene of children with toileting when it becomes known to them that a child is in need of assistance. If an educator feels uncomfortable giving toileting assistance to a child, they may ask the Coordinator, Nominated Supervisor or another educator to assist or take over.

If a child is involved in a substantial personal hygiene incident, the Parents/Guardian will be notified immediately and shall have the opportunity to collect the child.

Children who are frequently troubled with personal hygiene and toileting needs shall be requested to provide spare clothes and pull ups if necessary.

Escorting children to the toilet

Educators shall observe practices to ensure that they are not placing themselves in a compromising situation while escorting children to the toilet area and shall ensure that a minimum of two children are escorted at any one time.

Children shall be regularly reminded to go to the toilet. Where the toilet is out of direct supervision of educators, children shall be escorted every 30 minutes or as required.

Educators will ensure that the service communication procedures are followed when escorting children to the toilet in another area.

Assisting children with toileting

Educators shall notify the Coordinator that a personal hygiene incident has occurred and they, and where possible, a second team member shall be called to be present during the toileting support. Gender and developmental consideration should be given to the situation in ensuring the most appropriate educators manage the situation and that the process is open and transparent.

Educators shall support children's emotional needs, demonstrating empathy and compassion and should not, under any circumstances, cause further embarrassment to the child. Nor should they become forceful in their assistance to children.

Staff shall assist children to toilet and follow hygiene procedures by:

- Encouraging children to clean themselves independently through provision of suitable wipes and means of disposal (wipes are not suitable for flushing).
- Ensuring hands are cleaned and sanitized and gloves are generally worn.

Toileting on excursions

For the purposes of Excursions, the following procedures shall be implemented to ensure the health and safety of children while using the toilet:

- A risk assessment will be conducted prior to the excursion with all educators required to read and sign off.
- On arrival at the venue, the toilet cubicles shall be checked for safety by an educator before being used by the children.
- A minimum of two educators shall be present when possible to supervise children's use of the toilets.
- On excursions, one male educator must be present to ensure boys are able to use the male toilets.

4.10 Anaphylaxis Management Policy

The service recognizes the increasing prevalence of children attending services who have been diagnosed with anaphylactic reactions. Such reactions may be the result of severe allergies to eggs, peanuts, tree nuts, cow milk, shell fish, bee or other insect stings, latex, particular medications or other allergens as identified through professional diagnosis.

It is known that reactions to allergens may occur through ingestions, skin or eye contact or inhalation of food particles.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Health (Drugs and Poisons) Regulation 1996*
- *Family and Child Commission Act 2014*
- *NQS Area: 1.1.5; 2.1.1, 2.1.4; 2.2.1; 2.3.2, 2.3.3; 4.2.1; 6.1.1; 6.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 4.5 – Illness and Injury, 4.6 – Medication, 4.11 – Emergency Health and Medical Procedure Management, 5.1 – Food Handling and Storage, 9.2 – Enrolment, 10.8 – Information Handling (Privacy and Confidentiality), 10.9 – Risk Management and Compliance.*



Procedures

Parents/guardians will be requested, through the initial enrolment procedures (see Policy 9.2), to ensure that the service is made aware of any allergies that their child may be suffering. Information regarding the triggers and severity of allergic reactions will also be requested.

The service will ensure that at least one educator with a current first-aid qualification and CPR qualification, anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2011*, will be in attendance at any place children are being care for, and immediately available in an emergency, at all times that children are being cared for.

The service shall take appropriate action to minimize, where possible, exposure to known allergens where children have been professionally diagnosed with anaphylaxis and this information has been presented to the service with certification from a medical practitioner.

To minimize the risk of exposure of children to foods that might trigger a severe allergy or anaphylaxis in susceptible children, our service will:

- Not allow children to trade or share food, utensils or food containers;
- Prepare food in line with a child's medical management plan
- Request families to label all drink bottles and lunchboxes with their child's name;
- Consider whether it's necessary to change or restrict the use of food products in craft activities, science experiments and cooking experiences so children with allergies may participate;
- Instruct educators preparing food about measures necessary to prevent cross contamination between foods during the handling, preparation and serving of food;

- Ensure that all food preparation areas and utensils are regularly cleaned and sanitised (as per Policy 5.5 Cleaning and Sanitising);
- Monitor attendances to ensure that meals/snacks prepared at the service do not contain identified allergens when those children are in care;
- Where a child is known to have a susceptibility to severe allergy or anaphylaxis to a particular food, the service will develop policy and implement practice for the management of children, educators or visitors to the service bringing foods or products containing the specific allergen (e.g. nuts, eggs, seafood)

All children diagnosed with anaphylaxis shall have a medical management plan outlining what to do in an emergency and developed in consultation with families, educators and the child's medical practitioner. Each plan shall be displayed in a clearly accessible area and be approved by the child's family/guardian.

Individual children's health care and management plans shall be discussed on a regular basis with all educators at team meetings.

Each child shall have the appropriate medication including EPIPEN accessible to educators.

Appropriate medication shall be stored at the service for each child in clearly labeled and marked containers, in a location that is known to educators and easily accessible to adults but inaccessible to children.

Risk minimisation practices will be carried out to ensure that the service is, to the best of our ability, providing an environment that will not trigger an anaphylactic reaction. These practices will be documented, discussed at team meetings and potential risks reduced, if possible.

The service shall display a generic Action Plan for Anaphylaxis poster in a key location, visible to educators.

Anaphylaxis plans shall be reviewed annually or as required by governing authorities.

In the case of a child who has not been previously diagnosed with Anaphylaxis, procedures as per the Emergency Health and Medical Policy (see Policy 4.11) will be followed.

4.11 Emergency Health and Medical Procedure Management Policy

The service recognises that occasions may arise where emergency management procedures may need to be implemented to preserve the health and safety of children and staff. Such emergency management applies to situations where a parent/guardian requests the McDowall OSHC service in writing to administer prescribed medication as directed by a medical practitioner, and/or assist with managing a specific health condition as well as where a particular emergency first aid response is needed.

In emergency situations, McDowall OSHC educators may be required to administer medication to preserve the life, safety and health of a student. These emergencies may occur for students with diabetes, epilepsy, anaphylaxis and asthma. The possible medication requirements include administering inhaled medication for asthma, prescribed medications for epilepsy, diabetes and/or anaphylaxis. Medications for diabetes and anaphylaxis are usually injected by a pen device and are not intravenous.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Health (Drugs and Poisons) Regulation 1996*

- *Work Health and Safety Act 2011*
- *Family and child Commission Act 2014*
- *NQS Area: 2.1.1, 2.1.4; 2.3.3; 4.2.1; 6.1.1; 6.2.1; 7.1.2; 7.3.1, 7.3.2; 7.3.5.*
- *Policies: 4.6 – Medication, 4.10 – Anaphylaxis Management, 4.15 – Asthma, 9.2 – Enrolment, 10.8 – Information Handling (Privacy and Confidentiality), 10.9 – Risk Management and Compliance.*



Procedures

All educators shall have access to information about the children's medical conditions, medication and management procedures required.

Written procedures (management plan) shall be clearly displayed for managing emergency situations which shall include information about:

- Contact numbers for family, medical practitioner and ambulance;
- Triggers, reactions, warning signs and symptoms of possible emergency;
- Instructions on first aid management from medical practitioner or recognised authority;
- Medication requirements, dosage and method of administration.

Children may have a personal management plan (maintained confidentially) which would include further information such as:

- Guidelines for participation in specific activities if required, such as swimming or high level physical games and activities;
- Contact details and parent consent forms as required;
- Medical practitioner consent forms as required;
- Medication administration documentation.

The service will ensure that at least one educator with a current first-aid and CPR qualification, anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2011*, is in attendance at any place children are being cared for, and immediately available in an emergency, at all times care is being provided by the Service.

Medication shall be taken as required on excursions in an appropriately secured/locked container readily accessible to administering educators.

In the event of emergency first aid being required, procedures as set out in the Illness and Injury Policy (see Policy 4.5) will be followed.

Written records and reports regarding implementing emergency health and medical procedures shall be completed by the administering educator within 24 hours and lodged with the Coordinator or management.

The P&C Executive shall ensure that written reports are lodged with relevant authorities within the required time frame.

4.12 Non-Smoking Policy

To maintain the ongoing health and wellbeing of children, families, educators and community members, the service actively encourages and provides a smoke free environment. This demonstrates a commitment to the health and wellbeing of all who use the service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011*
- *Family and Child Commission act 2014*
- *Tobacco and Other Smoking Products Act 1998 and Other Smoking Products Amendment Bill 2004*
- *NQS Area: 2.1.1; 3.1.2; 7.1.1, 7.1.2; 7.3.5.*
- *Policies: 4.1 – General Health and Safety, 4.4 – Preventative Health and Wellbeing, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families.*



Procedures

All service handbooks shall include information regarding the service's policy and procedures for smoking.

Visitors to the service location or site shall be actively informed as required about the policy and procedures for smoking.

Appropriate signs, displaying a no smoking symbol such as a circle with diagonal line over a picture of a cigarette, shall be displayed in accessible places to reinforce the message of a non-smoking environment. There is no smoking on the school grounds at any time or within 5 metres of the school boundaries.

Staff who smoke will be encouraged to use breath freshener and not smoke in uniform so children are not exposed to the smell of cigarette smoke.

4.13 First Aid Waste Management Policy

The service acknowledges the need to manage first aid waste effectively to prevent cross infection or contamination from waste materials. Such materials shall include, but not be limited to: band aids, bandages, swabs, cotton buds/balls and ice packs.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Work Health and Safety Act 2011*
- *First Aid Code of Practice 2004*

- *NQS Area: 2.1.1, 2.1.3, 2.1.4; 4.2.1; 7.1.2; 7.3.5.*
- *Policies: 4.5 – Illness and Injury, 4.11 – Emergency Health and Medical Procedure Management, 6.3 – Workplace Health and Safety*



Procedures

A clearly labeled first aid waste bin will be supplied and maintained in the following way:

- Fitted with a bag that can be sealed and removed each day (if required);
- Cleaned and sanitised daily (if required);
- Located in a suitable place that is not readily accessible to children.

Educators shall thoroughly wash hands using specified hand washing procedures before and after implementing first aid.

Educators shall wear suitable gloves to manage incidents of first aid involving waste materials as identified.

When conducting first aid, educators shall:

- Remove required items to be used to manage first aid from the first aid kit;
- Place items in/on a non-contaminated dish or surface;
- Clean the injured area of the person using principles of first aid as per policy/ procedure and training e.g. wiped with sterile swab etc. (Refer to First Aid Manual/Book);
- The used swab or like shall be placed in the lined first aid waste bin;
- Be required to change gloves if changing the type of activity, they are managing with first aid e.g. cleaning to bandaging. These gloves should also be placed in the first aid waste bin.

4.14 Infectious Diseases Response Strategy Policy

The service acknowledges the need for a co-ordinated approach to dealing with situations of Infectious Diseases in the community. The service shall implement a response strategy in accordance with Government Health guidelines for Infectious Disease Pandemic.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Australian Government Health Guidelines*
- *NQS Area: 2.1.1, 2.1.3, 2.1.4; 6.1.3; 7.3.1, 7.3.5.*
- *Policies: 4.2 – Infectious Diseases, 4.4 – Preventative Health and Wellbeing, 8.10 – Employee Orientation and Induction, 9.3– Communication with Families, 9.4 – Communication with Community.*



Procedures

The service shall encourage basic hygiene techniques to prevent the spread of Infectious Disease.

The service shall encourage children and educators to stay at home should they present with symptoms of infectious disease.

The service shall keep informed of current Pandemic Phases and shall follow the Australian Government Guidelines.

The service shall provide educators, families and the local community with information about the service's response to management of Infectious Disease as recommended by Health Authorities.

Supporting information on Pandemic Phases

The Australian phases describe whether the virus is in countries overseas (OS) or in Australia (AUS). Having an Australian system means that actions can be taken in Australia before a change of phase is declared by the World Health Organisation. The description of each phase is shown in the following table:

Australian phase	Description
ALERT	A novel virus with pandemic potential causes severe disease in humans who have had contact with infected animals. There is no effective transmission between humans. Novel virus has not arrived in Australia.
DELAY	Novel virus has not arrived in Australia. OS4 Small cluster of cases in one country overseas. OS5 Large cluster(s) of cases in only one or two countries overseas. OS6 Large cluster(s) of cases in more than two countries overseas.
CONTAIN	Pandemic virus has arrived in Australia causing small number of cases and/or small number of clusters.
SUSTAIN	Pandemic virus is established in Australia and spreading in the community.
CONTROL	Customised pandemic vaccine widely available and is beginning to bring the pandemic under control.
RECOVER	Pandemic controlled in Australia but further waves may occur if the virus drifts and/or is re-imported into Australia.
PROTECT	Pandemic virus is mild in most but severe in some and moderate overall. This phase sits alongside CONTAIN and SUSTAIN phases with a greater focus on treating and caring for those more vulnerable to severe outcomes.

<http://www.flupandemic.gov.au/internet/panflu/publishing.nsf/Content/current-status-1> accessed 20/06/11

4.15 Asthma Management Policy

The service strives to provide a safe and suitable environment for all children attending the service. Children with particular health needs, such as Asthma will be supported through the creation of an Asthma friendly environment in accordance with the recommendations of the Asthma Foundation of Queensland.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulation 2011*
- *Duty of Care*

- *Work Health and Safety Act 2011*
- *Health (Drugs and Poisons) Regulation 1996*
- *NQS Area: 2.1.1, 2.1.4; 2.2.2; 2.3.2, 2.3.3; 4.2.1; 6.1.1, 6.1.3; 6.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 4.1 – General Health and Safety, 4.4 – Preventative Health and Wellbeing, 4.6 – Medication, 4.11 – Emergency Health and Medical Procedure Management, 9.2 – Enrolment.*



Procedures

The service will ensure that at least one educator with a current first-aid and CPR qualification, anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2011*, is in attendance at any place children are being cared for, and immediately available in an emergency, at all times that children are being cared for by the Service.

The service shall provide opportunities for all staff to participate in and receive regular education on asthma and appropriate management strategies. As per the *Health (Drugs and Poisons) Regulation 1996*, a person is considered to have appropriate asthma management training if they have completed a training course, of at least one hour, and are issued with a certificate identifying the successful completion of training in the specific learning outcomes.

All children diagnosed with asthma must have a medical management plan outlining what to do in an emergency and developed in consultation with families, educators and the child's medical practitioner. Each plan shall be displayed in a clearly accessible area and be approved by the child's family/guardian.

A medical condition risk minimisation plan must be developed in consultation with the parent/guardian of a child with specific health care needs, allergies or other relevant medical conditions to identify the possible exposure to allergens and how these will be managed and monitored within the service.

The service will ensure all educators receive a copy of the Medical Conditions Policy and Asthma Policy as part of their orientation/induction to the service

Educators will be made aware of children who suffer from Asthma and the various triggers and manage the risks of this appropriately within the service's risk management plan. These triggers may be food intolerances or environmental.

The service will display a poster for asthma first aid management in prominent locations to alert educators and other participants in the service's activities.

If the procedure outlined in the child's medical management plan does not alleviate the asthma symptoms, or the child does not have a medical conditions management plan, an educator will provide first aid, which may include the steps outlined by Asthma Australia as follows:

- Sit the child upright. The educator will stay with the child and be calm and reassuring;
- Give four (4) puffs of blue reliever medication, using a spacer if there is one;
- Wait four (4) minutes. If there is no improvement, give four (4) more puffs as above;
- If there is still no improvement, call emergency services;
- Keep giving four (4) puffs every four (4) minutes until the emergency service arrive.

The service will ensure that an emergency asthma first aid kit is stored in a location that is known to all educators, easily accessible to adults but inaccessible to children. The emergency asthma first aid kit should contain:

- An emergency supply of blue or grey reliever puffer;
- A spacer device that is compatible with the puffer.

Puffers and spacers from the emergency asthma first aid kit must be thoroughly cleaned after each use to prevent cross contamination

All asthma medication provided by families and administered by educators must be in accordance with the Medication Policy (see Policy 4.6) of this service.

Risk minimisation practices will be carried out to ensure that the service is, to the best of our ability, providing an environment that will not trigger an asthmatic attack. These practices will be documented, discussed at team meetings and potential risks reduced, if possible.

References

Victoria, A. F. (n.d.). *Asthma and the Child in Care Model Policy*. Retrieved from Asthma foundation:
<http://www.asthma.org.au/Portals/0/doc/Resources/2013%20Child%20in%20Care%20Model%20Policy%20%28Version%20%29.pdf>

4.16 Vehicle Restraint Policy

The service promotes safety in the transporting of children in vehicles during the operation of program activities. The following measures, articulated through procedure, support legislative attempts to reduce the effects of serious injury or death in the event of a crash.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *QLD Transport Operations (Passenger Transport) Act 1994 and Regulations 2005*
Family and Child Commission Act 2014
- *NQS Area: 2.3.1, 2.3.2; 6.1.1; 7.1.2, 7.3.5.*
- *Policies: 3.5 – Excursions, 3.6 – Transport for Excursions, 10.9 – Risk Management and Compliance.*



Procedures

In the case of children being transported in a private vehicle during the operation of the program, the service shall provide appropriate child restraints in accordance with recommendations for children 4-7 years, which are a booster seat with H-harness or a booster seat with a secured adult seatbelt. Booster seats provided shall be Australian Safety Standard approved. (*Australian Standard AS 1754 Child Restraint Systems Used in Motor Vehicles.*)

The following requirements will also apply:

- A child may stop using a child restraint once they turn seven or if their eye level is above the back of the booster seat;
- A child aged between four and seven years of age cannot sit in the front row of a vehicle that has more than one row of seats unless all the other seats are occupied by children under seven years of age;
- Should the back seat have two child restraints fitted and there be no room for a third child restraint, a non-tethered booster seat or booster cushion can be used, providing the child using the booster seat is between four and seven years of age.

In the case of children being transported in a taxi during the operation of the program, the following guidelines shall be followed:

- Children under the age of seven must not be seated in the front row of seats in a taxi. Taxi drivers will be responsible for ensuring that children between the ages of seven and sixteen are properly restrained in a seatbelt. The service shall support the taxi driver in meeting such requirements;
- The service shall ensure that children up to the age of seven are appropriately restrained when using Taxi transport, whether in an approved child restraint or adult seatbelt. This may mean that the service provides their own restraints, however there is no requirement in a Taxi to do so.

In the case of children being transported in a bus during the operation of the program, the following guidelines shall be followed:

- Bus transport with 13 or more seats does not need to be fitted with seatbelts and child restraints are not required.
- The restraint provisions for four to seven year olds apply to a bus that has 11 or 12 seats with all passengers having to wear seat belts if they are fitted.

The indicative weight specified for this age range in the restraint laws is 14 to 26 kgs. Children who are four (or more) years of age but below the indicative weight range may be recommended the forward facing child restraint with built-in harness. Children who are seven (or more) years of age, within the indicative weight range may still require the recommended child restraint.

Source:

Queensland Department of Transport and Main Roads, *Child Restraints – questions and answers, 2011* - accessed 23rd June 2011.

4.17 Children with Medical Conditions Policy

The service recognizes the increasing prevalence of children attending McDowall OSHC who have been diagnosed with medical conditions and are committed to a planned approach to the management of such medical conditions to ensure the safety and well-being of everyone at this service.

Children's medical needs may be broadly categorized into two types:

- Short-term – which may affect their participation in activities while they are on a course of medication. Short-term medical needs are typically an illness that the child will recover from in a short period (e.g. tonsillitis, chest infection, etc.)
- Long-term - potentially limiting their participation and requiring extra care and support. Long term medical needs are typically ongoing (e.g. asthma, diabetes, anaphylaxis, celiac disease)

Our service is committed to ensuring our educators are equipped with the knowledge and skills to manage situations to ensure all children attending McDowall OSHC receive the highest level of care and to ensure their needs are considered at all times. Providing families with ongoing information about medical conditions and their management is a key priority.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Duty of Care*
- *Check local authority regulations, e.g. Brisbane City Council by-laws on keeping relevant animals*
- *NQS Area: 1.1.5; 2.1, 2.2.1; 3.1.1, 3.2.1; 4.1, 4.2.1; 5.1, 5.2; 6.1, 6.3.3; 7.2.1, 7.3.1, 7.3.2, 7.3.5.*

- *Policies: 2.11 – Including Children with Special/Additional Needs, 4.1 - General Health and Safety, 4.2 - Infectious Diseases, 4.3 - Hygiene, 4.4 - Preventative Health and Wellbeing, 4.6 – Medication, 4.10 – Anaphylaxis Management, 4.11 – Emergency Health and Medical Procedure Management, 4.15 – Asthma, 4.20 – Supervision of Children, 5.1 – Food Handling and Storage, 5.6 – Menu Development, 7.1 – Emergency Equipment and Facilities, 8.4 – Educator Professional Development and Learning, 8.10 – Employee Orientation and Induction, 9.2 – Enrolment, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance, 10.24 – Privacy.*



Procedures

Children's short term medical needs will be managed in accordance with the Service's Illness, Injury or Trauma Policy and the Medications Policy.

The service will minimise the risks around children's specific health needs, allergies or other relevant medical conditions by:

- Collaborating with parents/guardians of children with specific health needs, allergies or other relevant medical conditions to develop a risk minimisation plan;
- Informing all educators and volunteers, of children with specific health needs, allergies or other relevant medical conditions and the risk minimisation procedures for these;
- Ensuring children with specific health needs, allergies or other relevant medical conditions have a current risk minimisation plan that is accessible to all educators; and
- Ensuring all educators are adequately trained in the service's emergency medical management procedures and the administration of emergency medication.

Parents/guardians will be requested, through the initial enrolment procedures to provide details of any specific health care needs or medical conditions of the child, including asthma, diabetes, allergies and whether the child has been diagnosed at risk of anaphylaxis. It is the responsibility of parents/guardians to update the service with any new information relating to their child's specific health care need or medical condition.

The service will involve all educators, families and children in regular discussion about medical conditions and general health and wellbeing. The service will adhere to privacy and confidentiality procedures when dealing with individual health needs.

To promote consistency and ensure the welfare of all children using the service, all educators will follow the health, hygiene and safe food handling policies and procedures.

If a child with a chronic illness or medical condition that requires invasive clinical procedures or support is enrolled at the service, prior arrangements will be negotiated with the parent/guardian, coordinator and appropriate health care workers to prepare for the event that the child will require a procedure while in attendance at McDowall OSHC. Such arrangement and procedures will be established in consultation with the child's medical practitioner. Arrangements will be formalised prior to the child commencing at the service.

Identifying Children with Medical Conditions

Any information relating to individual children's health care needs, allergies or other relevant medical conditions will be shared with the coordinator, educators and other staff members of the service.

Information relating to a child's specific health care need, allergy or other relevant medical condition, including the child's medical management plan, medical conditions risk minimisation plan and the location of the child's medication will be shared with all educators and other staff members of the service.

Information about a child's specific health care need, allergy or other relevant medical condition, including the child's medical management plan, medical conditions risk minimisation plan and the location of their medication

will be displayed in the following areas of the service to ensure all practices and procedures are followed accordingly:

- The McDowall OSHC office – in the child's enrolment record and in an area visible to the service telephone;
- The staff room or noticeboard;
- Inside the kitchen cupboard door (for children with food related conditions);
- In the McDowall OSHC room (with parent/guardian permission).

All educators will be required to follow the child's Medical Management Plan in the event of an incident related to the child's specific health care need, allergy or other relevant medical condition.

All educators, other staff and volunteers must be able to identify a child with a specific health care need, allergy or other relevant medical condition and be able to locate their medication/s easily.

Medical Management Plan

To comply with regulatory requirements, the parents/guardians of children with specific health care needs, allergies or other relevant medical conditions must provide the service with a medical management plan for their child. This medical management plan must be followed in the event of an incident relating to the child's specific health care need, allergy or relevant medical condition.

The medical management plan should be developed in consultation with the child's registered medical practitioner with the advice from the medical practitioner documented in the medical management plan. The medical management plan should include the following:

- A photo of the child;
- Details of the specific health care need, allergy or relevant medical condition including the severity of the condition;
- Any current medication prescribed for the child;
- What may trigger the allergy or medical condition (if relevant);
- Signs and symptoms to be aware of as well as the response required from the service in relation to the emergence of symptoms;
- Any treatment/medication required to be administered in an emergency;
- The response required if the child does not respond to initial treatment;
- When to call an ambulance for assistance;
- Contact details of the doctor who signed the plan.

Copies of the child's Medical Management Plan will be kept with their medication and taken on all excursions/regular outings they attend whilst enrolled at the service.

Medical Conditions Risk Minimisation Plans

A risk-minimisation plan must be developed in consultation with the parent/guardian of a child with specific health care needs, allergies or other relevant medical conditions to ensure that:

- Any risks relating to the child's specific health care need, allergy or relevant medical condition are assessed and minimised; and

- If relevant, practices and procedures for the safe handling, preparation, consumption and serving of food are developed and implemented; and
- The parent/guardian is notified of any known allergens that pose a risk to a child and strategies for minimising the risk are developed and implemented; and
- All educators are able to identify the child, and know the location of the child's medical management plan and medication; and
- If relevant, practices and procedures are developed and implemented to ensure that the child does not attend the service unless the child has at the service their relevant medications, if this would pose a significant risk.

The service will provide support and information to parents/guardians and other members of the community about resources and support for managing children's specific health care needs, allergies or other relevant medical conditions.

Medical Conditions Communication Plans

To ensure regulatory compliance, the service shall develop a communication plan and implement procedures to ensure that:

- Relevant educators, staff members and volunteers are informed about the medical conditions policy and the medical conditions management plan and medical conditions risk minimisation plan for each child with a specific health care need, allergy or other relevant medical condition; and
- A parent/guardian of a child with a specific health care need, allergy or other relevant medical condition can communicate any changes to the medical conditions management plan and medical conditions risk minimisation plan for their child.

Management of Medical Conditions

Children identified with asthma or anaphylaxis allergies will be managed in accordance with the specific Asthma Management and Anaphylaxis Management Policies of the service.

Children with other health care needs or relevant medical conditions will be managed in accordance with their individual medical conditions management plan and medical conditions risk minimization plan.

In order to effectively manage other health care needs and medical conditions the service will implement the following procedures:

Diabetes

In developing individual children's medical conditions management plans, the service will implement procedures where possible to ensure children with diabetes do not suffer any adverse effects from their condition while at the service. These include ensuring they do not suffer from hypoglycemia (have a "hypo") which occurs when blood sugar levels are too low. Things that can cause a "hypo" include:

- A delayed or missed meal, or a meal with too little carbohydrate;
- Extra strenuous or unplanned physical activity;
- Too much insulin or medication for diabetes;
- Vomiting.

Children with Type 1 diabetes may also need to limit their intake of sweet foods. The service will ensure information about the child's diet including the types and amounts of appropriate foods is part of the child's medical conditions management plan and that this is used in developing their individual medical conditions risk minimisation plan.

The service will ensure that educators are adequately and appropriately trained in the use of insulin injection devices (syringes, pens, pumps) used by children at the service with diabetes. In the event of major concerns regarding insulin levels of a child an ambulance will be called.

If a child is displaying symptoms of a “hypo” the service will:

- Ensure a first aid trained educator provides immediate first aid which will be outlined in the child’s medical conditions management plan and may include giving the child some quick acting and easily consumed carbohydrate;
- Call an ambulance by dialling 000 if the child does not respond to the first aid and CPR if the child stops breathing;
- Contact the parent/guardian or the person to be notified in the event of illness if the parent/guardian cannot be contacted.

Skin Rashes

Rashes are common in children and can be caused by many different viral infections and may not be infectious. It is important to be able to describe the rash as this may help with diagnosis.

When viewing a rash, educators should also consider if the child is unwell as the rash may not affect the child’s well-being at all. There are however, usually other signs and/or symptoms to consider in conjunction with a rash. These might include (but are not limited to):

- Fever;
- Unusual behaviour (cranky or less active; cries more than usual; seems uncomfortable/irritable; just seems unwell);
- Loss of appetite
- Vomiting;
- Headache, stiff neck;
- Frequent scratching, crusty skin/discharge from skin;
- Trouble breathing.

Also, when observing the rash, educators should note:

- What the rash looks like (e.g. dark red like a blood blister; small red pinheads; large red blotches; a solid red area all joined together or blisters);
- How does the rash feel to touch (e.g. raised slightly, with small lumps or swollen);
- Is the rash itchy and where on the body did the rash start (e.g. head, neck);
- Where is the rash now (e.g. head, neck, abdomen, arms, legs)?

The coordinator should be informed of any children presenting with a rash to determine whether there is cause for concern for the child’s health (and potentially that of the other children and also educators). If there is doubt as to a child’s wellbeing with regards to a rash the parent/guardian will be called immediately.

All rashes should be documented on an Injury, Illness or Trauma Form. Educators must regularly check the appearance of the rash and note time and any changes on the form. This is important information in case the child needs medical attention.

If concern is expressed about the rash then the child will be isolated from other children until the parent/guardian can collect the child from the service. If educators are concerned about serious symptoms in conjunction with the rash or perhaps the rash being purple, or spreading very quickly, then an ambulance will be called.

Eczema

If a child suffers from eczema, parents/guardians will be requested to supply a doctor's certificate stating this. A medical conditions management plan will be developed and implemented to enable educators to follow any treatment prescribed by the child's medical practitioner.

A child with eczema is not excluded from attending as this is a chronic condition that has to be managed.

Educator Training and Qualifications

The coordinator will ensure that educators have appropriate education or training to enable them to undertake basic support of the health needs of children, including administering medications, allergic reactions, basic first aid and special dietary requirements.

The coordinator will ensure that, at least one educator with the required first aid qualifications, anaphylaxis management and emergency asthma management training as prescribed under *Education and Care Services National Regulations 2011* is in attendance at any place children are being care for, and immediately available in an emergency, at all times children are being cared for.

References

- State Government Victoria. (2013, September). *National Quality Framework - Children with Medical Conditions Attending Education and Care Services*. Retrieved from Department of Education and Early Childhood Development:
<http://www.education.vic.gov.au/Documents/childhood/providers/regulation/nqfmedicalconditionsfactsept2013.docx>
- University of Wollongong. (2013, August). *Medical Conditions Policy*. Retrieved from UniCentre - University of Wollongong:
<http://unicentre.uow.edu.au/content/groups/public/@web/@unic/@mrkt/documents/doc/uow146296.pdf>

4.19 Childhood Immunisation Policy

The Service acknowledges their obligation under the *Education and Care Services National Regulation 2011*, in ensuring that children are free from risk of harm. This extends to limiting exposure to health and safety risks that may arise from the incidence of vaccine-preventable diseases. Upon enrolment, the service shall request parents/guardians to provide their child's immunisation history statement, in order to determine if enrolment and subsequent attendance will be accepted.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Public Health Act 2005 (QLD)*
- *A New Tax System (Family Assistance) Act 1999*
- *Duty of Care*
- *NQS Area: 1.1.5; 2.1.1, 2.1.3, 2.1.4, 2.3.2; 4.2.1; 6.1.1, 6.1.3; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 4.2 – Infectious Diseases, 4.4 – Preventative Health and Wellbeing, 4.14 – Infectious Diseases Response Strategy, 9.2 – Enrolment, 9.3 – Communication with Families, 10.8 – Information Handling (Privacy and Confidentiality), 10.9 – Risk Management and Compliance.*



Procedures

Through the service enrolment procedures, parents/guardians will be requested to provide a copy of their child's immunisation history statement. The service will allow a reasonable timeframe (of up to 2 weeks) for the parent/guardian to provide their child's immunisation history statement.

Information will be provided to families, including through the service Family Handbook, about the potential consequences for their child's enrolment or attendance, if their child's immunisation status is deemed 'not up to date' (i.e. Vulnerable children).

The service will establish risk management procedures relating to monitoring and managing the spread of vaccine preventable diseases at the service. Procedures may include:

- Identifying vaccine preventable diseases as part of the enrolment form; and
- Appropriate signage for families regarding infectious disease outbreak; and
- Limiting attendance for vulnerable children during times of infectious disease outbreak (if enrolment has been accepted).

Vulnerable Children

For child/ren who do not have a current immunisation history statement on file, their immunisation status will be considered 'unknown' or 'not up-to-date', until such time as the correct immunisation documentation is provided.

If the parent/guardian does not provide the child's immunisation history statement within the reasonable timeframe allowed, the child's enrolment may be:

- Refused or cancelled; or
- Accepted, with attendance refused until proof of up-to-date immunisation status is provided; or
- Accepted, with specific conditions in place.

Specific conditions may include restricting care during an outbreak of infectious disease at the service.

Families of vulnerable children whose enrolments have been accepted (with or without conditions) will not be eligible for Child Care Benefit (CCB) or Child Care Rebate (CCR) subsidies.

Medical Contraindication

Enrolment and/or attendance for a child cannot be refused on the basis of their immunisation status if they have a medical contraindication to some or all scheduled vaccines. Whilst not technically vaccinated, these children are still classified as having an 'up-to-date' immunisation status and this should be indicated on their immunisation history statement.

Conscientious Objection

Children of families who have recorded a conscientious objection to vaccination through the 'Australian Childhood Immunisation Register' will have their immunisation status registered as 'not up-to-date'. Acceptance or refusal of enrolment will be as per the procedures of this policy relating to vulnerable children.

5.1 Food Handling and Storage Policy

The service recognises the need for effective food handling and storage practices to ensure that the food is not contaminated, nor allowed to become contaminated, or unfit to be eaten. All food which is handled (including

preparing, eating or storing) at the Service is to be handled according to the recommended food handling and storage guidelines as set out in the Australian and New Zealand Food Standards Code.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Local Authority (e.g. Brisbane City Council) Food Handling By-laws*
- *Australian and New Zealand Food Standards – Chapter 3 Food Safety Standards (Australia only)*
- *NQS Area: 2.1.1, 2.1.3, 2.1.4; 2.2.1; 2.3.2; 3.1.2; 3.3.1; 4.2.1; 6.1.1; 7.1.2; 7.3.5.*
- *Policies: 4.1 – General Health and Safety, 4.3 - Hygiene, 4.4 – Preventative Health and Wellbeing, 4.10 – Anaphylaxis Management, 5.5 – Cleaning and Sanitising, 8.13 – Employee Health, 9.2 – Enrolment.*



Procedures

See also Policy 4.3 regarding general hygiene policies and procedures, including relating to preparation and handling of food.

The coordinator will be responsible to ensure that all food preparation and preparation areas comply with all laws and regulations, including Local Council by-laws (or equivalent) where applicable.

The service will provide the necessary food handling equipment and/or utensils (e.g. gloves), to prevent cross contamination.

All food preparation surfaces and utensils will be kept clean and, in particular, will be thoroughly clean before use. Food preparation equipment and surfaces will be cleaned and sanitised in accordance with the service Cleaning and Sanitising Policy (see Policy 5.5).

Educators will ensure that they, and the children, use effective hand hygiene practices before handling, preparing and eating of food.

Educators will be made aware of, and kept up to date about children who may suffer dietary issues and/or allergies relating to food and/or particular food ingredients through signs in the kitchen area and regular discussions at team meetings. All care and attention will be taken when preparing, serving and storing food for children with particular dietary and/or allergy issues. Families may be requested to provide their child's food if the service is unable to cater for their specific need.

Children will not be in the food preparation area unsupervised. Food activities that require heating and/or cooking will be fully supervised by an educator.

Educators and/or children who are unwell will not be permitted to handle food, whether it is a food activity or preparation of the afternoon tea menu.

Perishable items will be covered and refrigerated after opening. Non-refrigerated items will be stored in airtight containers.

The service will ensure regular pest and vermin maintenance is conducted to prevent contamination.

Perishable food brought from home by children and/or educators will be refrigerated as soon as possible.

The refrigerator, stove/oven and microwave will be cleaned weekly.

Educators will not eat, nor permit to be eaten by any child, food that has fallen on the ground, or been handled by another child. Food that is not fit to be eaten is to be immediately disposed of, in an appropriate manner, so that it will not be eaten.

Food Recall

The Service shall monitor foods purchased to ensure recall alerts have not been enacted. Recall alerts may be distributed via television, newspaper and radio communications from the manufacturer or recognized health authority.

All foods recalled under food alerts will be repackaged and returned or destroyed according to instructions as per the food recall alert.

Please note: This policy has been developed in accordance with the recommendations of the Australia and New Zealand Food Standards. Further information can be accessed from <http://www.foodstandards.gov.au/foodstandards/foodstandardscode.cfm> Services are encouraged to access this information directly.

Any reference to the content from this site should be dated in the policy at the time it was accessed. The resource papers available from <http://www.foodstandards.gov.au/foodstandards/foodstandardscode.cfm> provide support to the service in developing and maintaining food safety standards.

5.2 Food and Nutrition Policy

This Service recognises and acknowledges the importance of providing food that is both nutritious and appropriate to the needs of the children attending McDowall OSHC. The service encourages and promotes the health and wellbeing of children through providing positive learning experiences during meal/snack times where good nutritional food habits are developed in a happy, social environment. Parents are encouraged to participate in this approach to nutrition for their children.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Australian Dietary Guidelines (NHMRC 2013)
- 'My Time, Our Place' Framework for School Age Care
- *NQS Area: 1.1.2, 1.1.3, 1.1.5, 1.1.6; 1.2.2; 2.1.1, 2.1.3, 2.1.4; 2.2.1; 2.3.1, 2.3.2; 4.2.1; 6.1; 6.2.1; 6.3.2; 7.1.2, 7.1.4; 7.2.1, 7.2.3; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 2.6 – Behaviour Support and Management, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 4.3 – Hygiene, 5.1 – Food Handling and Storage, 9.2 - Enrolment, 9.3 – Communication with Families.*



Procedures

Recommended food

Information about healthy food choices is gathered from recognised authorities (i.e. Dietary Guidelines for Children and Adolescents in Australia (NHMR) 2003, Nutrition Australia).

Services managed by school Parents and Citizens Associations may also choose to reference the Queensland Education initiative *'Smart Choices, Healthy Foods'*.

Provision of healthy and varied food choices

Where the Service provides food, educators will seek to provide food:

- which is healthy, balanced, varied, age appropriate and consistent with Dietary Guidelines for Children and Adolescents in Australia (NHMR) 2003;
- which includes a good balance of fresh foods, as opposed to pre-packaged and prepared foods;
- which as far as reasonably possible, meets the dietary needs of children with special dietary needs of which the Service has been made aware, or becomes aware.

Service menus are planned using a checklist to ensure that food provided is varied and encompasses all the food groups. Families, children and educators are encouraged to contribute ideas for the menu.

During vacation care, children will be required to supply their own morning tea and lunch from home unless otherwise advised.

The Coordinator/Educational Leader will discuss with all parents any food allergies and restrictions (including cultural or religious) which are required by the parent to be enforced at the Service. Details of these restrictions will be noted on the enrolment form and passed on to educators. Food allergies or restrictions which are based on health reasons should be accompanied by a letter from a medical practitioner or other health professional.

The Coordinator (and educators) will seek to accommodate all such reasonable nutritional needs of a child by giving appropriate directions to educators in relation to that child.

Where children have special dietary needs, which is not reasonable that the Service meet, the Coordinator will consult with parents and where necessary, the meal will be supplied from home.

When parents provide food for their child, healthy food and drink choices are encouraged.

The eating environment

Social interactions will be encouraged during meal/snack times. Educators will spend this time interacting with the children and model good eating and social habits.

Children will be encouraged to use effective hand hygiene, prior to regular service meal times.

To ensure safety, children will be encouraged to sit whilst eating and/or drinking.

Children eating food at the service, outside the regular meal times of the service, will be encouraged to use effective hand hygiene and to sit while eating.

Serving of food

Independence will be fostered by encouraging children to serve themselves food, under supervision from educators, where able.

If educators need to serve food to the children, tongs and/or gloves will be used, likewise when children serve themselves.

At meal/snack times, educators will encourage children to try different foods and to take appropriate portions.

Involving children and Families

Educators involve and consult children when planning the menu and/or food activities and experiences through group meetings and/or children suggestions and surveys.

Educators will facilitate children being involved in the preparing and serving of food through 'serve-yourself' routines and activities such as breakfast meals.

Educators will encourage and involve children in conversations and routines that promote healthy eating and good nutrition.

Drinking Water

The Coordinator will ensure that children have ready access to cool drinking water.

Educators will encourage children to drink extra water during the summer months, supplying their own water bottle if necessary.

Educators will encourage parents to provide children with extra water to take with them on excursions.

Diverse cultural experiences

Food provided includes food from various cultures particularly those represented in the service and local community.

Families from other cultures within the service or wider community may be invited to participate in the program, providing children with food experiences from their own culture.

Food awareness activities will be chosen from a variety of cultures and may include:

- Different ways of serving the food (i.e. chopsticks);
- Different varieties of foods (e.g. feta cheese instead of cheddar);
- Foods that may have significance within their culture (e.g. Anzac biscuits and their origin).

Communication with families

The food provided by the service is planned ahead and menus are displayed in a prominent place for families and children.

Where parents are required to provide food for their children, the service will provide relevant nutritional information as well as suggestions for healthy food and drink choices.

If a child has special food needs e.g. cultural requirements or food allergies, the service will work with parents to develop a plan to meet the child's needs. Parents will inform the service of any changes.

Through the Family Handbook, parents are alerted to the Service's Nutrition Policy, and invited to contact the Coordinator at any time to discuss any comments, concerns or feedback in relation to the Nutrition Policy, and of their child's particular dietary requirements for health or other reasons.

The Coordinator will arrange at least one opportunity every twelve months for parents to have input into the Nutrition Policy.

Professional

Service management will ensure that educators are provided with adequate training and instruction in relation to food handling and storage procedures.

Lead Educators will be encouraged to attend professional development on food and nutritional related issues.

The service will ensure that information and/or fact sheets relating to food safety and nutrition are readily available for educators.

Food Experiences

Food will not be used in the service as punishment or reward for children.

Educators will encourage children to learn about food and nutrition through:

- Engaging children in conversations about healthy lifestyles and good nutrition;
- Inclusion of children in service meal routines.

Please note: This policy has been developed in accordance with recommendations from the *Dietary Guidelines for Children and Adolescents in Australia (NHMRC 2003)* and the *Queensland Health PanOSHC (Physical Activity and Nutrition in Outside School Hours Care)* resource.

5.3 Food Act Compliance Policy

The Service acknowledges the implications of the Food Act 2006 on the provision of suitable snacks and/or meals provided as part of the McDowall OSHC program. Depending upon the nature of the food provided, the amount provided and the structure of the McDowall OSHC service, the implication of the Food Act 2006 may involve the service required to be licensed as a food handling premises.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Australia and New Zealand Food Safety Standards – Chapter 3 Food Safety Standards (Australia only)
- *Food Act 2006*
- *Local Government Authority*
- *NQS Area: 2.1.3; 2.2.1; 3.1.2; 7.1.1.*
- *Policies: 4.3 – Hygiene, 5.1 – Food Handling and Storage, 5.2 – Food and Nutrition*



Procedures

The Food Act 2006 requires non-profit organisations who conduct a food business to be licensed with their local government if meals are sold on at least 12 days of the financial year. However, a license is not required if the meals:

- Consist only of fruit, cereal, toast or similar food, or the consumer of the meal helps to prepare;
- Are pre-prepared by an entity other than the organisation and are stored and heated or otherwise prepared by the organisation in accordance with directions of the meal's manufacturer; or
- Are part of an educational or training activity conducted by the organisation.

Where the service is required to be licensed as a food handling business under the *Food Act 2006*, compliance shall be monitored through the implementation of a Food Safety Supervisor and Food Safe Program.

Where the service is exempt from becoming a Licensable Food Business under the *Food Act 2006*, services are to comply with the intentions of the Food Act 2006 by:

- Ensuring food sold is safe and suitable for consumption by complying with the National Food Safety Standards;
- Maintaining compliance with the National Quality Standards (not a requirement of the Food Act 2006);
- Complying with the Education and Care Services National Law 2010 and Regulations 2011.

Compliance under this policy shall be self-regulated. (The service may access and use the resource “Know Your Food Business – a self-assessment guide to the ‘Food Safety Standards’ available from Queensland Health).

The Lead Educator – Nutrition and Sustainability (or other appropriately delegated senior educator) shall work through the self-audit tool annually, ensuring compliance with all necessary requirements.

5.4 Food Audit Policy

The Service acknowledges that a best practice approach to food handling, storage and hygiene must be maintained and may be achieved by conducting a food handling and safety audit of the service. This audit may be conducted in-house using recommended resources and guidelines or by an external expert.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Australia and New Zealand Food Safety Standards – Chapter 3 Food Safety Standards (Australia only)
- *Duty of Care*
- *Food Act 2006*
- *NQS Area: 2.1.3; 2.2.1; 3.1.2; 7.1.1, 7.2.3, 7.3.2, 7.3.5.*
- *Policies: 4.3 – Hygiene, 5.1 – Food Handling and Storage, 5.2 – Food and Nutrition, 5.3 – Food Act Compliance.*



Procedures

Where the service is not required to be licensed as a food handling business under the *Food Act 2006*, compliance shall be achieved through self-assessment, in accordance with the Queensland Health resource ‘Know Your Food Business’.

The service will conduct food audits on a regular and cyclic basis.

5.5 Cleaning and Sanitising Policy

The service acknowledges the need to provide a healthy and safe environment, equipment and workplace for educators, children, families and visiting community members. Cleaning and Sanitising is an important aspect of this process and will be applied to all areas within the service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Work Health and Safety Act 2011*
- *Food Act 2006*
- *NQS Area: 2.1.3, 2.1.4; 3.1.2; 4.2.1; 7.1.2, 7.2.3, 7.3.2, 7.3.5.*
- *Policies: 4.3 – Hygiene, 4.4 – Preventative Health and Wellbeing, 5.1 – Food Handling and Storage, 8.10 – Employee Orientation and Induction.*



Procedures

The service shall implement a schedule of regular cleaning and sanitizing to ensure all equipment, toys and furniture are clean and hygienic for use.

An appropriate cleaning and sanitising process shall be applied in the following 'high risk' areas/circumstances:

- Bathrooms, Toilets and basins;
- First Aid Waste Management, and;
- Areas where bodily fluids have been spilt.

Food preparation utensils and eating equipment shall be cleaned and sanitised in the following way:

- Pre-clean – scrape, wipe or sweep away any food scraps and rinse with water;
- Wash – use hot water and detergent to take off any grease and dirt, soak if needed;
- Rinse – wash off any loose dirt or detergent foam;
- Dry – dry with towel and then allow dishes to air dry before putting away.

The service shall follow the guidelines as recommended by Queensland Health for Cleaning and Sanitising as articulated in the resource: Cleaning and Sanitising (Food Industry Fact Sheet 11) accessed 23/06/11 <http://www.health.qld.gov.au/ph/documents/ehu/14926.pdf>

Please note: This policy and procedure shall not apply to general use/general purpose areas within the service such as tables, chairs, cupboards etc unless the above-listed circumstances apply. Food consumption areas are not considered for the intent of this policy a 'high risk' circumstance.

5.6 Menu Development Policy

The service recognises and acknowledges the importance of providing food that is both nutritious and appropriate to the needs of the children attending McDowall OSHC. In collaboration with educators, children and families, a service menu will be developed, consistent with the Australian Dietary Guidelines and inclusive of children's health/medical issues relating to foods.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Australian Dietary Guidelines (NHMRC 2013)*
- *Smart Choices Healthy Food and Drink Supply Strategy for Queensland Schools*
- *NQS Area: 1.1.2, 1.1.3, 1.1.5; 1.2.2; 2.1.1; 2.2.1; 2.3.1, 2.3.3; 5.1.2, 5.1.3; 5.2.1; 6.1; 6.2.1; 6.3.2; 7.1.2; 7.3.2, 7.3.5.*
- *Policies: 2.11 – Including children with special/additional needs, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 3.14 – Valuing Diversity, Culture and Reconciliation, 4.10 – Anaphylaxis Management, 5.2 – Food and Nutrition, 5.3 – Food Act Compliance, 9.2 - Enrolment, 9.3 – Communication with Families, 9.6 – Parent and Community Participation.*



Procedures

Development of the service menu will be a collaborative effort between the Educational Leader, Lead Educator – Nutrition and Sustainability, educators, children and families.

The Educational Leader, Lead Educator – Nutrition and Sustainability and Educators will guide children and families in ensuring the service menu is healthy, balanced, varied, age appropriate and consistent with the Australian Dietary Guidelines and as far as reasonably possible, meets the needs of children with special dietary requirements.

Service menus are planned on a regular basis, using a checklist to ensure that food provided is varied and encompasses all the food groups. The Coordinator will ensure that the menu is displayed for families and accurately describes the food and drinks being provided by the service.

Educators will be informed of children's food allergies and/or restrictions (including cultural or religious) through the staff communication book and regular team meetings.

Families, children and educators are encouraged to contribute recipes and suggestions to support a culturally diverse menu.

Educators will be provided with opportunities for professional development training relating to nutrition and food related issues.

Policy Group
6:

Provision and Safety of Facilities

6.1 Space and Facilities Requirements Policy

The Service will ensure that facilities used provide for the program and range of activities provided in keeping with the Policies and Procedures of the Service, in a safe and stimulating environment which is accessible to all children and allows for their physical and psychological comfort.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.1.2; 3.1.1, 3.1.3; 3.2.1; 6.1.3; 6.3.3; 7.1.1, 7.2.3.*
- *Policies: 3.1 – Educational Program Planning, 3.7 – Physical Activity, 10.3 – Budgeting and Planning.*



Procedures

The Service will ensure that there is:

- Indoor space of 3.25 m² of useable space per child. Indoor spaces used by children will be well ventilated, have adequate natural light and are maintained at a temperature that is safe and reasonable.
- Outdoor space of 7m² of useable space per child including adequate shaded areas.
- Playground equipment, swings and other large pieces of equipment are to be located over areas with soft fall surfaces recommended by recognised safety authorities.
- Verandah areas may be included as either indoor OR outdoor space and only with the written approval of the Regulatory Authority.
- Adequate toilet, hand washing and drying facilities for children and educators and in particular that:
 - By location and design, allow for safe use by the children and;
 - Allow convenient access from both indoor and outdoor areas.
- Facilities that cater for soiled clothing including hygienic storage and inaccessibility to children.
- Adequate facilities that cater for the safe handling, preparation, storage and disposal of food and beverages.
- Sufficient furniture, materials and equipment that are developmentally appropriate, inclusive and adaptable to ensure participation by every child in the program.
- Adequate administrative space and facilities for the purposes of:
 - Conducting the administrative functions of the service, and;
 - Private and personal conversations with families;
 - Providing respite for the Coordinator, educators and/or volunteers.

The Coordinator will, in conjunction with the P&C Executive Committee, ensure that the following are available at the Service: -

- A telephone located inside the premises or one that is accessible at all times;
- Storage space close to play areas, with at least one lockable cupboard for valuable equipment;
- A lockable drawer or small cupboard for educator personal belongings;
- Area to display children's artwork and a notice area for parents;

- Equipment and resources displayed in such a way that children can access them independently;
- A space for children to put their lunch/coat/bags etc;
- Adequate lockable storage facilities for equipment, tools, first aid kit, medication and poisonous and dangerous substances;

Lockable cupboard or filing cabinet for all child and family information (including enrolment forms), educator records and any other confidential records;

Adequate space for children to engage in rest and/or quiet experiences.

6.2 Provision of Resources and Equipment Policy

The Service recognises the importance of providing resources and equipment that are safe and suitable to the developmental and recreational needs of the children in care. When purchasing resources and/or equipment consideration will be given to the ages, skills and abilities as well as the area in which the resources/equipment are to be used.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *See relevant Australian Standards on equipment in the Service*
- *NQS Area: 1.1.5; 1.2.2; 2.2.2; 3.1.1, 3.1.3; 3.2; 3.3; 6.1.2; 7.3.5.*
- *Policies: 3.1 - Educational Program Planning, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 4.4 – Preventative Health and Wellbeing, 6.1 Space and Facilities Requirement, 6.3 – Workplace Health and Safety.*



Procedures

Care will be taken when purchasing equipment to ensure it complies with relevant Australian Standards (available from Standards Australia) and is suitable for the purpose for which it is intended.

Equipment provided will be appropriate to the interest, developmental and cultural needs of the children, is flexible and able to be rearranged or adjusted to provide additional interest, variety, challenge and support the inclusion of children with special/additional needs.

The Coordinator will ensure that all equipment is regularly checked, cleaned and maintained in accordance with manufacturer's instructions and otherwise as reasonably necessary to ensure that it remains in a safe and good working order.

Children will be encouraged to access outdoor areas which include natural elements such as trees, plants, edible gardens, sand, rocks, mud and water.

Safe storage and shelving will be provided to allow children to independently access equipment and resources.

The Coordinator will ensure that a wide range of real, commercial, natural, recycled and simple homemade materials are provided to support the children's learning in a range of ways.

Children are encouraged to use McDowall OSHC equipment and resources with care and respect. Wilful and purposeful damage and or breakage of McDowall OSHC equipment and resources will result in the family being charged with the replacement costs.

6.3 Workplace Health and Safety Policy

For the protection of children, educators, management and the Service as a whole, the Service will ensure that its equipment, facilities and premises are safe and clean in keeping with the requirements of the *Work Health and Safety Act, 2011*. See also Policy 7.1 for specific obligations relating to Emergency equipment and facilities. The service promotes health and safety awareness for all people involved in the service. Policies and procedures are developed and monitored to reflect safe work practices.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Work Health and Safety Act 2011, Manual Tasks Code of Practice 2010, Hazardous Substances Code of Practice 2003, Manual Tasks Involving the Handling of People 2001.*
- *Fire and Rescue Service Act 1990 and Building Fire Safety Regulation 2008 (Queensland), Electrical Safety Act 2002.*
- *NQS Area: 2.3.2, 2.3.3; 3.1.1, 3.1.2; 3.2.1, 4.2.1; 7.1.1, 7.1.2; 7.2.1, 7.2.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 4.4 – Preventative Health and Wellbeing, 6.1 Space and Facilities Requirement, 6.2 – Provision of Resources and Equipment, 8.10 – Employee Orientation and Induction, 10.9 – Risk Management and Compliance.*



Procedures

The Coordinator shall be responsible to act as the Health and Safety Representative for the service, or to ensure that there is, at all times, an educator or other appropriate person in relation to the Service who is designated in this position, and who shall report directly to the Coordinator.

If the Coordinator or another team member of the Service is acting in the role of Health and Safety Representative, the Coordinator shall ensure that person has adequate time, education/training and resources to ensure that she/he is able to fulfill the role as required by the legislation.

The Health and Safety Representative shall:

- maintain, in a safe and accessible place, up-to-date, all records and materials required by the legislation and shall be required to provide them to the Coordinator on request;
- regularly check the website or other resources of the Queensland Department of Justice and Attorney General at <http://www.deir.qld.gov.au/workplace>;
- monitor educator practices and ensure up to date information is distributed;

- make recommendations to management on how to improve current systems;
- ensure stairs and walkways are kept clear of furniture, equipment and clutter;
- ensure equipment is arranged with consideration to its purpose and in relation to other areas of play space.

The Educator Handbook and orientation/induction processes shall contain up-to-date information on the legislative requirements for workplace health and safety (Qld only – other States must identify equivalent Occupational Health and Safety Requirements).

Dangerous Substances

The Coordinator must ensure that:

- All poisons, disinfectants, corrosive substances and other poisonous and dangerous substances and items are marked in their original containers, kept out of reach of children and placed in a child proof storage facility.
- Unused or unnecessary substances are disposed of in a safe manner.
- All hazardous substances have a MSDS (Material Safety Data Sheet) obtained from the manufacturer which will be kept close to the storage of the product. All hazardous substances are recorded in a register, including a copy of the relevant MSDS. A MSDS is to be completed immediately when handling or using a new hazardous substance.
- Storage of medications and service first aid kit/s, are locked and accessible to educators but not to children.

Maintenance

The Coordinator will be responsible to ensure that the Service has adequate heating, ventilation and lighting at all times.

The Coordinator will ensure that educators remove from use and have repaired or replaced as soon as possible, all equipment that is faulty or broken.

Regular periodic inspections of the service building and surrounding areas will be conducted using environmental checklists and identifying areas such as car parks, gardens and pathways etc.

Regular periodic inspections of all playground equipment will be conducted using the playground maintenance checklist.

Prior to use each day, educators will check all outdoor equipment to ensure it is safe for use, free from items which may cause injury, and is free from splinters and spiders.

Hazards identified from these safety checklists will be brought to the Coordinator's attention by the educator. The Coordinator will complete a hazard report form and forward it to the relevant authority (school and/or management committee).

Facilities and equipment which are assessed to have potential for injury will not be used or action will be taken to allow safe usage. An entry detailing the problem will be entered into the team communication book and all educators will be instructed on any restrictions necessary on use of equipment or areas.

The Coordinator shall ensure that an approved earth leakage device is installed and operational. Educators will be aware of the location of the power board and how to access the circuits used by the Service.

In regards to electrical equipment, the Coordinator will be responsible to ensure that:

- Specified electrical equipment is inspected, tested and tagged by a competent person at prescribed intervals and immediately withdrawn from use if it is not safe to use; OR

- Specified electrical equipment is connected to a type 1 or 2 safety switch. The safety switch must be tested at prescribed intervals and withdrawn from use if not working properly.

Educators will be instructed in the safe use and storage of electrical equipment associated with their work.

The Coordinator shall ensure that all fire safety equipment (extinguishers and blankets) are maintained in accordance with the Building Fire Safety Regulation 2008.

Manual Handling

The Educational Leader will ensure that all team members have adequate training in relation to lifting and manual handling techniques used at the service. Educators must use lifting equipment (e.g. hoist) if available.

The Coordinator will ensure that appropriate lifting and manual handling techniques are practiced by educators and/or volunteers. Educators must inform the Coordinator if they have any medical or health issues that may place them at risk of injury when lifting or moving people/objects.

Information regarding appropriate lifting and manual handling techniques will be made accessible to educators through the orientation and induction process.

Sharps/Dangerous Objects

'Sharps' refers to any object that can pierce or penetrate the skin easily, including needles and/or broken glass.

As part of the service daily safety checklists, educators may be required to dispose of needles/sharp hazards that are found in playground and sandpit areas as well as clean up broken glass that may be contaminated with blood.

The Coordinator will put together a sharps disposal kit consisting of disposable gloves, appropriate tongs and a strong puncture proof plastic container with a screw top lid.

For the collection and disposal of needles and/or dangerous objects:

- Place the container (with lid off) on the ground near the hazard;
- Use gloved hand or tongs to pick up the needle/syringe by the barrel at the end away from the needle. For other dangerous objects, take care when picking them up;
- Place the needle/syringe sharp end first into the container. Do not hold the container while you do this. For other dangerous objects, carefully place them into the container. Replace the lid and seal tightly;
- Dispose of the container by putting in the wheelie bin or taking it to a public sharps disposal bin.

If you are injured by a used needle:

- Wash with running water and soap as soon as possible;
- Apply a sterile waterproof dressing such as a band aid;
- Seek medical advice from your doctor, local health centre or Hospital.
- Follow the safe disposal procedures as above and take the needle or syringe with you to the doctor.

Manual Handling Reference: Enable Consultation Services Research and Publishing Unit. Manual Handling and People Transfers for Workers and Other People Movers.

Sharps/Dangerous Objects reference: Healthy Living NT, Safe Sharps Disposal fact sheet, <http://www.healthylivingnt.org.au/content/?action=getfile&id=235>

6.4 Shared Facilities Policy

The service actively strives to protect the rights, dignity and safety of all people and groups who use the shared facilities of the school community.

The Coordinator will endeavour to achieve this through the implementation of the following procedures. These procedures are to be implemented should there be a need for the facilities to be shared with other people or groups during the McDowall OSHC service operating hours.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Family and Child Commission Act 2014*
- *NQS Area: 2.3.1, 2.3.2; 3.1.3; 3.2.1; 7.1.1, 7.1.2; 7.3.4.*
- *Policies: 4.4 – Preventative Health and Wellbeing, 6.1 Space and Facilities Requirement, 6.2 – Provision of Resources and Equipment, 6.3 – Workplace Health and Safety.*



Procedures

These share arrangements shall be clearly articulated within the McDowall OSHC service agreement between the school and the service and will include information surrounding:

- Communication between the school and the service in regard to shared arrangements;
- The storage and packing arrangements for equipment and materials used in the shared space;
- The accessible entries and exits to the shared space by the service including emergency exits;
- Evacuation and lockdown procedures for shared facilities;
- The accessible amenities to be used by the service and those available to the public;
- Telephone access whilst using the shared space;
- Cleaning and maintenance requirements;
- Security and closing procedures for the shared space detailing service and public responsibility; and
- Communication strategies for external users of the shared facility.

6.5 Use and Maintenance of Air Conditioning Policy

The Service recognises and understands the need to maintain a healthy and safe environment for children and educators whilst at the same time valuing the need to ensure that the air conditioning operates with minimum impact on the environment.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Work Health and Safety Act 2011*
- *Environmental Protection Regulation 1998*
- *NQS Area: 2.1.2; 3.1.2;*
- *Policies: 4.4 – Preventative Health and Wellbeing, 6.1 – Space and Facilities Requirements, 6.3 – Workplace Health and Safety.*



Procedures

The service shall operate the air conditioner to cool and/or heat the space to ensure the environment is comfortable and suitable to maintain the wellbeing and safety of children and educators.

The air conditioner shall be set at a reasonable temperature at all times it is in use. For energy efficiency the recommendation is 24 °c.

Educators will ensure that, before the air conditioning is turned on, windows and doors will be closed for energy efficiency.

Regular maintenance shall be carried out on the system/s by a reputable contractor where a service report shall be required.

Regular cleaning of the air conditioner unit dust filters will be conducted and included as part of the service cleaning schedule.

Aesthetics and safety shall be considered for all new air conditioning installations.

For services operating within an Education Queensland school site, air conditioning installation requirements can be found in the 'Schools Manual for the Solar and Energy Efficiency in Queensland State Schools Program' available at <http://education.qld.gov.au/facilities/solar/pdfs/school-manual.pdf>

6.6 Management of Poisonous Plants and Fungi Policy

The Service understands the need to maintain a healthy and safe environment for children and educators whilst at the same time valuing the aesthetic appeal of the natural environment. A number of plants and fungi are known to be poisonous to people and may pose significant risk if consumed, or in some cases handled. The service shall endeavour to ensure the environment is free of potentially poisonous plants and fungi.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- http://www.health.qld.gov.au/poisonsinformationcentre/plants_fungi/default.asp
- *Work Health and Safety Act 2011*

- *NQS Area: 2.3.2; 7.1.1*
- *Policies: 4.4 – Preventative Health and Wellbeing, 6.1 – Space and Facilities, 6.3 – Workplace Health and Safety.*



Procedures

The service, when required will access the following online resource which provides information relating to all poisonous plants and fungi in Queensland:

http://www.health.qld.gov.au/poisonsinformationcentre/plants_fungi/default.asp

The service shall keep in a visually accessible location the number for the Poisons Information Centre 131 126.

The service environment will be maintained free from poisonous plants and fungi through:

- Negotiating with land owners, particularly where the space is shared, the removal and planting of suitable trees, plants and shrubs;
- Regularly checking the service environment for growth of potentially poisonous plants, in particular weeds and fungi;
- Immediately removing any recognised poisonous plants from the service environment using appropriate gardening gloves and tools and disposing of these in a safe manner.

Policy Group
7:

Emergencies

7.1 Emergency Equipment and Facilities Policy

Personal safety and security of children, educators and volunteers (all persons on the premises) are of prime importance whilst in attendance at the Service. The Service therefore takes a proactive approach to managing emergencies, developing emergency procedures and equipping educators and children with sound knowledge of them.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Duty of Care*
- *Work Health and Safety Act 2011, Building Fire Safety Regulation 2008*
- *NQS Area: 2.3.1, 2.3.2, 2.3.3; 3.1.2; 7.1.1, 7.1.2; 7.3.5*
- *Policies: 4.1 – General Health and Safety, 6.1 – Space and Facilities Requirements, 6.3 – Workplace Health and Safety, 7.2 – Drills and Evacuations, 7.4 – Fire Safety Compliance.*



Procedures

Smoke alarms are fitted in each room and the Coordinator (or a delegate) will test them regularly in accordance with the manufacturer's instructions.

The Coordinator in conjunction with the Health and Safety Representative (see Policy 6.3 – Workplace Health and Safety) will be responsible to ensure that:

- There is an alarm bell for sounding warnings of an emergency, which is kept in good working order, and tested regularly;
- Exits are easily opened and clearly marked with evacuation plans;
- There are appropriate fire extinguishers, properly installed and maintained and that educators have basic training in the use of the fire blankets and fire extinguishers kept at the venue. Locations will be clearly indicated by appropriate signage.

The Service calls upon the advice of the Queensland Fire Service (or another appropriate Authority) to provide up-to-date information on the appropriate measures which are required to comply with this aspect of this Policy.

7.2 Drills and Evacuations Policy

The Service acknowledges the need to ensure that educators and children are aware of, and understand, evacuation and other procedures in the case of an emergency. The service therefore takes a proactive approach through the regular implementation of practice drills and evaluations.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission act 2014*
- *Duty of Care*
- *Work Health and Safety Act 2011*
- *NQS Area: 2.3.1, 2.3.2, 2.3.3; 4.2.1; 7.1.1, 7.1.2; 7.2.3; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 6.3 – Workplace Health and Safety, 7.1 – Emergency Equipment and Facilities, 7.4 – Fire Safety Compliance, 8.10 – Employee Orientation and Induction.*



Procedures

Emergency evacuation procedures will be clearly displayed near the entrance of each room at the Service. Evacuation plans will be child friendly and displayed at child height.

Educators must ensure that all exits are kept clear and unlocked to enable a quick departure. This will be included on the daily safety checklists and will be marked each day if compliant. Any comments or issues relating to these preventative measures will be noted on the checklist and brought to the attention of the Coordinator.

Emergency evacuation and lockdown procedures will be carried out at least once a term and within each Vacation Care period. This drill will occur on different days of the week so that all educators and children are familiar with the procedures.

Emergency telephone numbers will be clearly displayed within the Service.

For these emergency situations, educators will have access to a telephone outside of the room.

In an emergency situation, the educator who first discovers the emergency will sound the alarm bell.

The Coordinator, or in her/his absence the Health and Safety Representative will take charge of the situation and/or delegate others to: -

- Telephone the relevant emergency number;
- Check and evacuate all rooms including the toilets, storage rooms and near-by buildings on the premises;
- Collect daily roster to account for all employees;
- Collect sign-in sheets and parent contact numbers;
- Collect first aid kit;
- Close all doors and windows (only if able) to help to contain the fire (if relevant);
- Once at the designated assembly area, check the roll to make sure that all children and staff are accounted for.

Attempts to extinguish fires will occur only when the room is evacuated, if the fire is very small, and the person trained in using the extinguisher is in no immediate danger.

No one will re-enter, nor be permitted to re-enter, a building in which there is or has been a fire, under any circumstances, unless and until the emergency service advises that it is safe to do so.

No one will leave, nor be permitted to leave, the area in such a drill until the Coordinator is satisfied that it is safe to do so.

Bomb Threat

In the event of a bomb threat, the following information will be recorded by the person who answers the call, on the 'bomb threat checklist':

- Time and date of the call;
- The wording of the threat;
- Other specific details.

DO NOT hang up the phone without alerting the caller. Indicate for another person to use a separate phone to call police to report the threat.

Implement an evacuation of the building according to the services' emergency evacuation procedure.

When safe, complete an incident report on the situation, attach the bomb threat checklist and forward to Management.

Evaluation

An 'evacuation drill evaluation form' is to be completed by the Coordinator or Health and Safety Representative as soon as possible after the drill.

Issues identified through this evaluation will be discussed at the next team meeting and referred to management if necessary. Feedback should also be provided to the children.

7.3 Harassment and Lockdown Policy

The Service acknowledges the need to ensure that educators and children are aware of, and understand, evacuation and other procedures in the case of an emergency. The service therefore takes a proactive approach through the regular implementation of practice drills and evaluations.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and child commission act 2014*
- *Duty of Care*
- *Child Protection Act 1999 and Regulations 2000*
- *Work Health and Safety Act 2011*
- *NQS Area: 2.3.1, 2.3.2, 2.3.3; 4.2.1; 7.1.1, 7.1.2; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 6.3– Workplace Health and Safety, 7.1 – Emergency Equipment and Facilities, 7.2 – Drills and Evacuations, 7.4 – Fire Safety Compliance, 8.10 – Employee Orientation and Induction.*



Procedures

In the event of harassment or unauthorised persons refusing to leave the premises the Coordinator, or in their absence, the Health and Safety Representative will initiate the following drill: -

- The educator or child (if appropriate) being harassed, or the closest observer of the child or other educator being harassed, will give a prearranged signal, which is made known to all educators, to begin the drill (e.g. code word, special song);
- The Coordinator or other person, who receives the signal, will calmly and quietly inform other educators of the need to remove the children to safety. If the threat is inside, children will be escorted outside by educators. If the threat is outside then children will be escorted inside by educators;
- The Coordinator/Health and Safety Representative, will immediately obtain and if possible record relevant information (e.g. physical descriptions, car registration etc) on a service incident report;
- An educator will witness and provide back-up for the Coordinator/Health and Safety Representative, but only if it does not place that person in a position of unacceptable risk or harm to themselves, to any child or to others.

In the event of an internal threat (intruder, bomb and/or behaviour issue) where children are to be escorted to an outside area, once the prearranged signal has been acknowledged:

- An educator will telephone the relevant emergency number;
- An educator will check and evacuate all rooms including the toilets, storage rooms and near-by buildings on the premises;
- An educator will collect sign-in sheets and parent contact numbers;
- An educator will close and lock all doors and windows (only if appropriate and able to do so);

Once at the designated assembly area, an educator will check the roll to make sure that all children and educators are accounted for including children who have already been signed out and have been collected.

In the event of an external threat (intruder, fire, bomb, gas leak) where children are to be escorted inside, once the prearranged signal has been acknowledged, the following drill will be initiated:

- Educators will calmly and quietly move the children to safety inside the room, checking the toilets, storage rooms and near-by buildings;
- All doors, windows and curtains will be shut and locked (if safe to do so);
- An educator will check the roll to make sure that all children and educators are accounted for including children who have already been signed out and have been collected;
- Educators will encourage children to sit quietly.

During all such drills, educators are to calm the children and provide them with suitable games and activities as far as reasonably possible.

The Coordinator or Health and Safety Representative will call 000 for back up if the drill is an actual emergency.

No one will leave, nor be permitted to leave, the area in such a drill until the Coordinator is satisfied that it is safe to do so.

At no time will educators try to physically remove an unwanted visitor.

All threatening situations will be evaluated as soon as possible after the event and any necessary modifications or enhancements to these procedures made accordingly.

7.4 Fire Safety Compliance Policy

In order to ensure the safety and wellbeing of children, families and educators, the Service recognises the need to ensure that systems, equipment and premises comply with the regulatory requirements in relation to fire safety. Management will ensure educators are aware of their responsibilities in relation fire safety.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *National Construction code 2011 - Building Code of Australia, volume 1 (class 1 – 9 buildings)*
- *Fire and Rescue Service Act 1990, Building Fire Safety Regulation 2008*
- *NQS Area: 2.3.2; 7.1.1, 7.1.2; 7.3.2, 7.3.5.*
- *Policies: 6.3– Workplace Health and Safety, 7.1 – Emergency Equipment and Facilities, 7.2 – Drills and Evacuations, 8.10 – Employee Orientation and Induction, 10.9 – Risk Management and Compliance.*



Procedures

The P&C Executive Committee will ensure that the premises used for McDowall OSHC are compliant with Building Fire Safety Regulations 2008 (Queensland).

The Coordinator and/or Health and Safety Representative will be responsible to:

- Keep emergency exits clear and unlocked at all times;
- Ensure emergency evacuation signs and posters are displayed, including a site map showing the position/location of the building on the grounds, the assembly points and the routes to them;
- Have a developed evacuation procedure with allocated tasks for educators;
- Conduct emergency evacuation drills on a regular basis;
- Ensure fire safety equipment is maintained regularly.

7.5 Extreme Weather Policy

The service acknowledges that extreme weather conditions could pose significant risk to children and educators attending the service during operating hours therefore precautions to ensure the health and wellbeing of children and educators will be implemented. Extreme weather conditions may include excessive heat, bushfires, torrential storms, floods, hail stones and/or snow.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.3.2, 2.3.3; 5.1.3, 5.2.3; 7.1.2, 7.3.2, 7.3.5*
- *Policies: 3.1 – Educational Program Planning, 3.3 – Educator Practices, 3.7 – Physical Activity, 3.12 – Sustainability Practices, 4.8 – Sun Safety, 6.5 – Use and Maintenance of Air Conditioning, 7.1 – Emergency Equipment and Facilities, 7.2 – Drills and Evacuations, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance.*



Procedures

In relation to extreme weather events, the service will take its lead predominantly from the school, weather warnings and forecasts. Therefore, if the school in which the service is located is closed, the McDowall OSHC service may also be closed.

The Coordinator will be responsible to ensure that the heating and cooling requirements of the service are adequate and maintained at an acceptable temperature.

In the case of extreme weather events and possible power outages, the Coordinator will ensure a 'storm pack' including a torch, batteries and a small radio is readily accessible to educators. The Coordinator will ensure the service mobile phone is accessible to educators, when required.

The Coordinator will ensure that risk assessments are conducted for identified extreme weather events with control measures identified. Educators will be required to read and sign all risk assessments.

During times of hot weather, educators and children will be encouraged to:

- Follow the service's Sun Safety Policy by wearing sun smart clothing, a broad brimmed hat and applying sunscreen.
- Drink fluids more frequently throughout the session, particularly cold water.
- Keep cool by wrapping a bandana or washer around their neck or using a mist bottle to spray themselves.
- Staying indoors, preferably in an air-conditioned or well-ventilated building with fans and open windows.
- Limit strenuous outdoor activities by conducting games and activities indoors or in shaded areas outdoors.

During times of inclement weather, educators and children will be encouraged to:

- Conduct games and activities indoors or in an undercover area outdoors.

If an extreme weather event occurs during service operating hours, the Coordinator will:

- Monitor the situation using local radio or other social media;
- Ensure educator and children's safety by remaining indoors or in an area that is deemed safe.

If, during normal operating hours, closure of the service is expected as the result of an extreme weather event, the Coordinator will:

- Contact Approved Provider to make them aware of the situation;
- Contact families to arrange collection of their child;
- Ensure the regulatory authority and relevant government agencies such as OECEC are notified of closure as soon as practical.

Policy Group 8: Educators, Staff Members and Volunteers

8.1 Role and Expectations of Educators Policy

The Service encourages the building of skilled, qualified, motivated educators who are provided with adequate resources, training and support enabling them to engage in their role effectively as the educators of children at the Service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Child Protection Act 1999 and Regulations 2000*
- *Family and Child Commission Act 2014*
- *Working with Children (Risk Management and Screening) act 2000 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 1.1.5, 1.1.6; 1.2; 2; 3; 4.1; 4.2; 5; 6.2.1; 6.3.2; 6.3.4; 7.1; 7.2; 7.3.1, 7.3.5*
- *Policies: 2.1 – Respect for Children, 2.3 – Educator Ratios, 3.3 – Educators Practice, 8.3 – Recruitment and Employment of Educators, 8.8 – Employee Performance Monitoring, Review and Management, 8.10 – Employee Orientation and Induction.*



Procedures

****Please Note**** For the purposes of this policy document the terms Coordinator and Nominated Supervisor have been used interchangeably as the roles and responsibilities of each position are similar.

The Service shall require that all persons employed (whether for financial remuneration or as volunteers) in the Service are fit and proper to undertake the work for which they are engaged in the Service. It shall be a condition of all employment (including for volunteers) that their employment ceases immediately if they cease to be fit and proper for any reason.

The Education and Care National Law 2010 states that an Approved Provider must not operate a service without a Nominated Supervisor for that service. Educators who hold a Supervisor Certificate are eligible, with their consent, to be the Nominated Supervisor of a service.

As the person responsible for the day-to-day management of an Approved Service, a Nominated Supervisor has a range of responsibilities including (but not limited to):

- Ensuring educational programs are delivered in accordance with approved frameworks, based on the developmental needs of children and designed to take into account the individual differences of each child;
- Ensuring children are adequately supervised, not subject to inappropriate discipline and protected from harm or hazards;
- Ensuring food and beverages provided by the service are healthy, nutritious and are chosen with regards to the dietary needs of children attending;
- Ensuring appropriate health and hygiene practices are developed, implemented and practiced by educators and children;
- Ensuring the prescribed levels of educator to child ratios are met and each educator at the service meets the qualification requirement relevant to their role.

A person is considered fit and proper if, in the reasonable opinion of the Nominated Supervisor (or other appropriate delegate of the Approved Provider of the Service) they:-

- Are capable of providing an adequate standard of child care in the school age care setting;
- Are of good character and suitable to be entrusted with the care and protection of children; and
- Have obtained and given to the Approved Provider of the Service, as appropriate, a current positive suitability notice (or copy of paid application), under the Commission for Children and Young People Act, 2000.

The Approved Provider shall ensure that all educators have a current position description detailing their role and duties as per their position.

The Coordinator shall ensure that educators are fully informed of the Policies and Procedures of the Service, including all changes to them, by providing an Educator Handbook and appropriate forums to provide feedback and ideas to the Coordinator for the ongoing improvement of the Service.

The Coordinator shall ensure that there is an up-to-date copy of the *Education and Care Services National Law 2010 and Regulations 2011* at the Service (refer to www.acecqa.gov.au to obtain a copy) for reference by educators and so that educators are made and kept aware of its relevance and application to them.

The Coordinator shall convene regular meetings with educators to keep them informed of all matters of concern relating to the Service which it is relevant or necessary for them to know in order to do their job confidently. Minutes of these meetings will be recorded.

Educators will not be permitted to consume alcohol, drugs or cigarettes, or be affected by them during the hours children are in their care.

Educators who require regular medication will hold a medical certificate that confirms their ability to care for children.

Educators have a responsibility to:

- adhere to the Policies and Procedures of the service as well as any direction given by the Coordinator in relation to their job role;
- Actively supervise children in all areas of the service by being within sight and/or hearing distance;
- Respect the diversity of all children's backgrounds and abilities and accommodate the individual needs of each child;
- Foster all children's self-esteem and confidence, empowering them to make choices and guide their own play;
- Promote children's sense of belonging, connectedness and wellbeing by interacting in a consistently positive and genuinely warm and nurturing manner;
- Treat all children equitably and respond positively to all children who require their attention;
- Communicate with children respectfully, taking the time to listen and value what they say;
- Work collaboratively to challenge, support, reflect and learn from other educators in order to further develop own skills and practices;
- Consistently implement and reflect on individual practices as documented in the 'My Time, Our Place' Framework for School Age Care:
 - Holistic Approaches;
 - Collaboration with Children;
 - Learning Through Play;
 - Intentionality;
 - Environments;
 - Cultural Competence;
 - Continuity and Transitions;
 - Evaluation for Well-being and Learning.

Educators have a right to:

- Be respected;
- Be treated courteously by children, parents and other educators;
- Work in a safe, clean and supportive environment;
- Be valued and supported as a professional;
- Be offered professional development opportunities;

- Have ideas and opinions valued.

8.2 Educational Leader Policy

The service acknowledges the need to have a suitably qualified and experienced Educator to lead the development of the program and to ensure the establishment of clear goals and expectations for teaching and learning. The Nominated Supervisor (if not the Educational Leader) will oversee the development and implementation of the educational program for the service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Duty of Care*
- *NQS Area: 1; 2.2.2; 3.1.3; 3.2; 3.3; 4.2; 5.2.1, 5.2.3; 6.1.2, 6.1.3; 6.2.1; 6.3; 7.1; 7.2; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 2.1 – Respect for Children, 2.3 – Educator Ratios, 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.8 – Employee Performance Monitoring, Review and Management, 8.10 – Employee Orientation and Induction, 10.1 – Quality Compliance, 10.5 – Approval Requirements under Legislation.*



Procedures

The Approved Provider must nominate a suitably qualified Educator as the Educational Leader for the service.

The Educational Leader, will be responsible to:

- Lead the development of the service program, using the approved learning framework to inform and guide children's learning and development, and ensuring that clear goals and expectations have been established;
- Ensure that curriculum decision making is informed by the context, setting and cultural diversity of the families and the community;
- Ensure that the foundation for the program is based on the children's current knowledge, ideas, culture and interests;
- Ensure that each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating;
- Ensure that critical reflection and evaluation of children's learning and development is used for planning and to improve the effectiveness of the program;
- Mentor educators in the implementation of the program, provide professional support to assist with further skills and knowledge and provide opportunities for ongoing reflection and feedback on current practices.
- Ensure that families have opportunities and support to be involved in the program and service activities as well as contributing to the review of service policies and decisions.

8.3A Recruitment and Employment of Staff Policy P&C

Policy Statement

All Employees are required to adhere to McDowall State School P&C Association (the P&C Association) policies and procedures which reflect the behaviour expected and is designed to encourage integrity and professionalism.

The **Recruitment and Employment of Staff Policy** is a set of guidelines for which all employees are expected to observe.

This policy does not form part of the employee's employment contract and can be changed from time to time at the discretion of McDowall State School P&C Association.

2. Sources

- [Parents and Citizens Associations Award – State 2016](#)
- Staff Handbook - OSHC
- [Industrials Relations Act 2016](#)
- [Industrial Relations Regulation 2018](#)
- National Quality Framework
- National Quality Standard
- National Law and Regulations
- Smart Choices – Healthy Food and Drink Supply Strategy for Queensland Schools
- SunSmart policy guidelines for schools

3. Application of this policy

McDowall State School P&C Association strives to follow transparent processes to employ staff who are qualified and appropriate for the job. The association also strives to be an equal opportunity employer. To ensure the best possible outcomes through the staff recruitment and selection process, it is essential to implement practices and procedures to ensure suitable candidates for positions are employed.

4. Procedures

All positions available shall be advertised. This can be done through appropriate agencies or sources including (at least one of the below recruitment advertising channels must be used):

- Local Newspapers
- Appropriate Recruitment websites, which may include Seek and/or Indeed
- McDowall State School P&C Association website
- McDowall State School P&C Association Facebook page
- McDowall State School Newsletters
- McDowall State School OSHC Newsletters

Suitable advertisements should include a description of the position, hours/days required, personal attributes and appropriate qualifications, closing date for applications and address. Written applications should include a cover letter, resume and selection criteria where appropriate.

(Particularly in relation to the recruitment of permanent positions such as the McDowall State School P&C Association Operations Manager, OSHC Coordinator, Tuckshop and Uniform Shop Convenor and other positions as applicable.)

Applications received by the due date shall be reviewed by the following:

Service	Position	Application reviewed by
P&C Association	P&C Association Operations Manager	P&C Association Executive members
OSHC	Coordinator	P&C Association Operations Manager and P&C Association Executive
	Educational Leader/ Assistant Coordinator	OSHC Coordinator, P&C Association Operations Manager and/or P&C Association Executive

	Lead Educator	OSHC Coordinator, and/or Educational Leader/Assistant Coordinator, P&C Association Operations Manager and/or P&C Association Executive
	Educators	OSHC Coordinator and/or Educational Leader/Assistant Coordinator
Tartan Tuckerbox (Tuckshop)	Tuckshop Convenor	P&C Association Operations Manager and/or P&C Association Executive
	Assistant Convenor	Tuckshop Convenor and/or P&C Association Operations Manager
Uniform Shop	Uniform Shop Convenor	P&C Association Operations Manager and/or P&C Association Executive
	Assistant Convenor	Uniform Shop Convenor and/or P&C Association Operations Manager

Suitable candidates should then be called to arrange an interview. A letter confirming receipt of the application shall be sent to unsuitable applications to inform them that their application has not met with the selection criteria.

The interview process will include a panel of up to three key personnel made up of either:

Service	Position	Application reviewed by
P&C Association	P&C Association Operations Manager	Two P&C Association Executives and the Principal of McDowall State School
OSHC	Coordinator	P&C Association Operations Manager and P&C Association Executive and/or QCAN representative
	Educational Leader/Assistant Coordinator	OSHC Coordinator, P&C Association Operations Manager and/or P&C Association Executive and/or QCAN representative
	Lead Educator	OSHC Coordinator, and/or Educational Leader/Assistant Coordinator, P&C Association Operations Manager and/or P&C Association Executive and/or QCAN representative
	Educators	OSHC Coordinator and/or Educational Leader/Assistant Coordinator
Tartan Tuckerbox (Tuckshop)	Tuckshop Convenor	P&C Association Operations Manager and/or P&C Association Executive
	Assistant Convenor	Tuckshop Convenor and/or P&C Association Operations Manager
Uniform Shop	Uniform Shop Convenor	P&C Association Operations Manager and/or P&C Association Executive
	Assistant Convenor	Uniform Shop Convenor and/or P&C Association Operations Manager

Selection criteria and interview questions based requirements for the position will be reviewed prior to the interview date by the selection panel. The selection panel shall conduct the interview in a professional manner, using questioning techniques to ascertain the candidates' suitability for the position. Should the panel be unable to agree on a suitable candidate, then further interviews may be required. Staff will only be employed if, after reasonable enquiries, including reference checks by a panel member are considered appropriate for the job.

Suitable candidates shall be contacted by a member of the selection panel (P&C Association Executive Member) to make offer of the available position and to negotiate starting dates and inform of the orientation and induction process.

A written letter of offer will be sent to the successful applicant informing them of the decision.

Unsuccessful interviewees will be notified as soon as possible by a nominated person on the interview panel and will be followed up with written correspondence if applicable.

Certified copies of staff qualifications, suitability notices, first aid qualifications will be requested by the association and kept confidentially in individual staff files held in the P&C Association office in K Block.

The 'reasonable enquiries' required for employing staff include:

- Requesting an appropriate resume from the candidate, including three character referees;
- A face to face interview with an interview panel as outlined above
- Contacting at least two referees to check the person's character;
- Making police checks and obtaining other relevant clearances; and
- determining, and obtaining a copy of, the appropriate qualifications of the person for the relevant job.

Prior to being selected for a job, the person will be given a written job description and terms of employment, staff handbook and any relevant policies and procedures of the McDowall State School P&C Association. The successful candidate will be required to sign a declaration that they have received and agree to accept the job on the basis of the materials given to the candidate, and agree to observe strictly the Policies and Procedures of the P&C Association as modified from time to time.

All new staff will undertake an induction and orientation program to ensure that the new staff member is aware of (and where relevant) obtains copies of:

- their terms of employment or engagement (including role description);
- All Policies and Procedures (including grievance procedures);
- Information about the philosophy and goals of the P&C Association;
- The Staff Handbook;
- National Quality Standards for Education and Care Services (for OSHC);
- "My Time, Our Place" Framework for School Age Care (for OSHC)
- The physical facilities;
- The other staff and their roles;
- The Duty of Care owed by staff to children and others;
- Any other matters which are necessary to enable the staff member to properly do their job or which the new staff member reasonably wishes to know.

A new staff member will be provided with copies of the following and be expected to complete the following forms before commencement of employment:

- Two original employment contracts signed by the staff member and P&C Association President (one original is given to the staff member and one original is filed in the staff member's individual personnel file)
- Confidentiality Deed signed by the staff member and P&C Association President (copy given to staff member)
- Personal Details Forms signed by the staff member
- ATO Declaration Form
- Superannuation Form
- Bank details Form
- Staff Handbook (copy will be emailed to the staff member)
- Fair work information statement (copy will be emailed to the staff member)
- Staff code of conduct signed by the staff member (copy will be emailed to the staff member)
- P&C Association Human Resource policies and procedures (copies will be emailed to the staff member)

The Employment Contract, Confidentiality Deed, Personal Details Form, a copy of the ATO Declaration Form, Superannuation Form, Bank details Form and Staff code of conduct shall be filed in the employee's personnel file. Processing of the employee documentation and information to will be completed by the P&C Association Operations Manager.

The Coordinator, Tuckshop Convenor and Uniform Shop Convenor shall, in conjunction with all staff under their operational management and the P&C Association Operations Manager, review their job description and any other requirements relating to the job (e.g. job performance indicators which have been agreed with the staff member), at least once each year and shall ensure that any resulting changes to the job description, performance indicators or terms of employment are recorded, and accepted by all parties concerned. This shall

be done with the P&C Association Operations Manager and/or P&C Association Executive member by the arrangement of the Coordinator, Tuckshop Convenor and Uniform Shop Convenor.

The P&C Association Operations Manager and/or P&C Association Executive shall review the job description of the Coordinator, Tuckshop Convenor and Uniform Shop Convenor and any other requirements relating to the job (e.g. job performance indicators which have been agreed), at least once each year and shall ensure that any resulting changes to the job description, performance indicators or terms of employment are recorded, and accepted by both parties.

The P&C Association Operations Manager and/or P&C Association Executive shall ensure that appropriate expert industrial relations advice is sought and obtained as necessary to deal with staffing issues within appropriate legal and industrial standards.

6. Policy Review

The **Recruitment and Employment of Staff Policy** will be reviewed annually, and all employees will be trained and educated and will be required to sign an acknowledgement that they understand the policy. Should the need arise; the policies will be translated into appropriate languages.

The P&C Association is committed to providing an environment, which is safe for all employees.

All employees will receive an electronic copy which will be emailed to their preferred email address as specified in their employment documentation.

8.3B Equal Employment Opportunity Policy P&C

1. Policy Statement

All Employees are required to adhere to McDowall State School P&C Association (the P&C Association) policies and procedures which reflect the behaviour expected and is designed to encourage integrity and professionalism.

The **Equal Employment Opportunity Policy** (EEO) is a set of guidelines for which all employees are expected to observe.

This policy does not form part of the employee's employment contract and can be changed from time to time at the discretion of McDowall State School P&C Association.

2. Sources

- [Parents and Citizens Associations Award – State 2016](#)
- Staff Handbook - OSHC
- [Industrials Relations Act 2016](#)
- [Industrial Relations Regulation 2018](#)
- [Workplace Gender Equality Act 2012](#)
- [Australian Human Rights Commission Act 1986](#)
- [Age Discrimination Act 2004](#)
- [Disability Discrimination Act 1992](#)
- [Racial Discrimination Act 1975](#)
- [Sex Discrimination Act 1984](#)

3. Application of this policy

This policy ensures the P&C Association complies with legislation and is designed to facilitate the creation of a workplace culture that maximises the P&C Association's performance through employment decisions.

These employment decisions will be based on real business needs without regard to non-relevant criteria or distinctions, and will ensure that all decisions relating to employment issues are based on merit. The P&C

Association is an EEO employer and will provide equality in employment opportunities for all people employed or seeking employment.

This policy also relates to recruitment and selection process, employment conditions, compensation and benefits, training and educational opportunities, promotions, transfers, terminations and all other aspects of employment.

This policy also encompasses Affirmative Action legislation and principles, which aim to counter inequities between men and women in all aspects of their employment at the P&C Association.

Every employee/potential candidate will be given a fair and equitable chance to compete for appointment, promotion or transfer, and to pursue their career as effectively as everyone else at the P&C Association.

Consistent with this, the P&C Association will not condone and regards as unfair, all forms of unlawful discrimination or vilification including that which relates to:

- sex;
- sexual harassment;
- pregnancy;
- potential pregnancy;
- marital/domestic status;
- disability;
- race, colour, national extraction, social origin, descent, and ethnic, ethno-religious or national origin;
- age, compulsory retirement;
- family responsibilities, family status, status as parent of carer;
- racial vilification;
- sexual vilification;
- religious belief or activity;
- physical features;
- industrial activity;
- employer association activity;
- trade union activity;
- breastfeeding;
- sexuality and sexual preferences;
- medical record; and criminal record.

Definitions:

Discrimination is treating an individual with a particular attribute less favourably than an individual without that attribute or with a different attribute under similar circumstances. It can also be, seeking to impose a condition or requirement on a person with an attribute who does not or cannot comply, while people without that attribute do or can comply.

Equal Employment Opportunity (EEO) is ensuring that all employees are given equal access to training, promotion, appointment or any other employment related issue without regard to any factor not related to their competency and ability to perform their duties.

Victimisation happens where an employee is treated harshly or subjected to any detriment because they have made a complaint of discrimination or harassment. Victimisation will also happen if a person is subjected to a detriment because they have furnished any information or evidence in connection with a discrimination complaint.

4. Responsibility

It is responsibility of the P&C Association to ensure that:

- All Managers, Supervisors and Employees are aware of the EEO policy and their obligations, responsibilities and rights in relation to Equal Employment Opportunity;
- Any matter which does not comply with the principles of equal employment opportunity are identified and addressed as promptly and sensitively as possible;
- Ongoing support and guidance is provided to all employees in relation to Equal Employment Opportunity principles and practice;

- All decisions relating to appointment, promotion and career development are made without regard to any matters, other than the individual's inherent ability to carry out the job;
- both a duty of care and procedural guidance is provided to all parties in the organisation; and
- They provide an environment which encourages EEO and set an example by their own behaviour.

It is the responsibility of all Employees, Contractors and Volunteers to ensure that:

- That all persons associated with P&C Association are treated with respect and professionalism without regard to non-relevant criteria or distinctions; and
- Conduct themselves in a manner which respects the rights and welfare of other members of the organisation its clients and both internal and external stakeholders and to show competence, care, good faith and compliance with instructions, policies and procedures in the performance of their duties.
- If delegated any responsibility for decision making, all decisions follow and support this policy.

All employees will be made aware of the Equal Employment Opportunity Policy and must abide by this policy, as updated or issued from time to time, and by any directions given to employees by the P&C Association in the course of their employment.

5. Procedure

All decisions relating to appointment, promotion and career development must be made without regard to any matters, other than the individual's inherent capacity and ability to carry out the position.

Any concerns or queries should be directed to the person's direct supervisor or a member of the P&C Association Executive.

Any employee who believes they are being treated unfairly as a result of discrimination should notify their supervisor or the P&C Association President.

The P&C Association will take all possible steps to ensure that an employee is not victimized and/or subjected to ridicule or embarrassment for voicing concerns about these issues or making a complaint.

6. Policy Review

The **Equal Employment Opportunity Policy** will be reviewed annually, and all employees will be trained and educated and will be required to sign an acknowledgement that they understand the policy. Should the need arise; the policies will be translated into appropriate languages.

The P&C Association is committed to providing an environment, which is safe for all employees.

All employees will receive an electronic copy which will be emailed to their preferred email address as specified in their employment documentation.

8.4 Training and Development Policy

1. Policy Statement

All employees are required to adhere to the Parents and Citizens' Association's (the P&C Association) policies and procedures. The policies and procedures reflect the behaviour expected and are designed to encourage integrity and professionalism.

The McDowall State School P&C Association is committed to building a high-performance culture that encourages staff to enhance skills that not only meet the current needs of their employment but to develop the capability to meet the future needs of the McDowall State School P&C Association and their employment.

As an Approved Provider in Outside School Hours Care, the McDowall State School P&C Association has an obligation to ensure mandatory training requirements are undertaken so employees have the necessary skills required for their position.

As a not-for-profit organisation the McDowall State School P&C Association endeavours to adopt a cost-effective approach in choosing the most appropriate solution to training needs while considering relevance and benefit.

The ***Training and Development Policy*** is a policy for which all employees are expected to observe in the course of their employment with the P&C Association.

This policy does not form part of the employee's employment contract and can be changed from time to time at the discretion of McDowall State School P&C Association.

2. Sources

- [Parents and Citizens Associations Award – State 2016](#)
- Staff Handbook - OSHC
- [Industrial Relations Act 2016](#)
- [Industrial Relations Regulation 2018](#)
- [Workplace Gender Equality Act 2012](#)
- [Australian Human Rights Commission Act 1986](#)
- [Age Discrimination Act 2004](#)
- [Disability Discrimination Act 1992](#)
- [Racial Discrimination Act 1975](#)
- [Sex Discrimination Act 1984](#)

3. Purpose of this policy

The purpose of this policy is to ensure that all employees:

- have an understanding of the training and development arrangements within the P&C Association,
- are treated consistently and fairly,
- are aware that the P&C Association will not pay the direct or indirect cost for any training without the prior approval of the P&C Association, and
- are aware of the conditions upon which the P&C Association will pay an employee for their time to attend training.

4. Training Approval

All Training and Development programs are to be approved by the P&C Association prior to any financial commitment being made or any impact on the service being expected. Should approval not be obtained, the employee may become the subject of disciplinary action.

Coordinator/Convenors and employees may investigate, query and otherwise review training and development opportunities.

In considering approval of any training or development program the P&C Association will consider:

- the content against the relevant learning outcomes and needs of the service,
- the capability of the training facilitator,
- content relevance to the employee's position and development,
- impact on the service in regards to costs,
- impact on the service as a result of the employee/s being absence.

5. Responsibilities

The training and development of employees is a responsibility shared between individual employees, the Coordinator/Convenor, the P&C Association, P&C Association Operations Manager and the P&C Association Executive Members. A shared commitment to learning and development is critical to ensure we meet our strategic objectives and foster a culture of career development for our employees.

The P&C Association Executive Committee is responsible for:

- Providing employees with creative learning and development solutions that are relevant to their positions,
- Promptly considering all training and development requests required for urgent decision (however it is expected that urgent approvals will be required infrequently through effective planning),
- Ensuring equitable access for all employees,

- Measuring the effectiveness of training to promote continuous improvement in our employees,
- Providing advice on learning and development opportunities.

The P&C Association is responsible for:

- Considering and approving training and development requests and Annual Training Plans

Coordinator/Managing convenors are responsible for:

- Identifying the learning and development needs of employees, in collaboration with employees,
- Developing individual training and development plans for employees on an annual basis, in collaboration with employees and documenting them in the Annual Training Plan,
- Demonstrating an ongoing commitment to supporting employees' learning and development,
- Providing resource solutions to allow employees to attend programs,
- Frequently reviewing and discussing with employees' their learning and development progress,
- Ensuring employees meet statutory and certification requirements,
- Reviewing competencies on a continual basis,
- Timely completion of an Annual Training Plan, training registrations, Training Requests and Post Training Feedback Reports,
- Submitting Annual Training Plans to the P&C Association in a timely manner for approval.

Employees are responsible for:

- Taking an active interest in assisting Managers/Convenors in identifying their training and development needs,
- Contributing to the development of their individual learning and development plan on an annual basis,
- Actively, constructively and respectfully participating in allocated training and development learning,
- Attending all training sessions as required,
- Contributing to the development of other employees by using and sharing the knowledge and skills gained from learning and development activities,
- Providing a minimum of 48 hours' notice to Managers/Convenors regarding changes in attendance for scheduled training programs,
- Completing a Post Training Feedback Report within 48 hours of completing all training (except Mandatory Training).

6. Annual Training Plan

The Coordinator/Convener shall provide to the P&C Association, before the end of October of the current year, an Annual Training Plan (refer to Annexure A) covering the training for all employees for the following year. The Annual Training Plan will include all Mandatory Training, Elective Training, First Aid Training, and Other Training that is scheduled and will form the bases of the P&C Association's annual training budget.

7. Mandatory Training

Mandatory training means all training programs that are required to be undertaken as part of accreditation, regulation or in order to achieve best practice as prescribed by the P&C Association.

The below-listed training programs are considered mandatory training for all Outside School Hours Care (OSHC) educators, lead educators, coordinators, managers and shop convenors and long term casual staff. These programs are to be undertaken on an annual basis.

- Child Protection
- Workplace Health & Safety
- Fire Safety
- Active and Effective Supervision
- Positive Behaviour Guidance

The P&C Association, subject to provision and approval of an Annual Training Plan, will fund mandatory Training costs, including payment for an employee's time to attend the training.

8. Elective Training

Elective training means any training program identified as a result of a Performance Review or otherwise deemed appropriate for an employee to undertake to further their ability to fulfil the full scope of their role.

Approval of Elective Training and associated training costs will be at the discretion of the P&C Association and will subject to the approval of an Annual Training Plan or a Training Request.

9. First Aid Training

The below-listed training programs are considered mandatory training for all OSHC educators, lead educators, coordinators, and shop convenors and long term casual staff who have been identified as requiring the relevant first aid accreditation. These programs are held on an annual basis and are to be undertaken on the employees own time. The training program costs will be funded by the P&C Association for all permanent staff. All relevant casual staff will be required to undertake the training program at their own costs. All employees required to hold a first aid training qualification will be required to undertake the associated annual review training.

- First Aid training
- Cardiovascular Preliminary Resuscitation (CPR)
- Anaphylaxis Management
- Emergency Asthma Management

10. External Training

Attendance at external seminars, forums, conference, workshops shall be subject to the Coordinator/Convenor completing the Training Request Form (refer to Annexure C) and applying to the P&C Association for approval. Unless otherwise stated in a relevant Award payment of external training costs, the employee's time to attend, travel allowances, accommodations allowance or another associated cost shall be at the full discretion of the P&C Association.

11. Other Professional Development and Learning

Professional development and learning are available to employees through various opportunities during their employment. It is expected that all employees will actively participate in the following:

- Induction training
- In house training
- On the job training
- Webinars
- Work shadowing
- Coaching and mentoring
- Continuous Professional Development (reading, research, shared learning)

12. Post Training Feedback Report

All employees are required to complete a Post Training Feed Back Report within 48 hours of completing any training (except for mandatory training) and provide in a timely manner the report to their respective Coordinator/Convenor.

13. Reimbursement of Expenses

Any training relating expense incurred by an employee without the prior approval of the P&C Association's will not be reimbursed. All claims for reimbursement shall be made subject to the usual Claim for Reimbursement requirements with evidence of expenditure accompanying the Claim for Reimbursement Form.

14. Travel/Accommodation/M meal and Other Expenses

Where an employee attending training is eligible for travel, accommodation or other related expenses the P&C Association will meet the costs of those expenses as per the relevant Award. Employees will be required to provide vehicle speedometer readings, accommodation and meal receipts.

15. Policy Review

The ***Training and Development Policy*** will be reviewed annually, and all employees will be trained and educated and will be required to sign an acknowledgement that they understand the policy. Should the need arise; the policies will be translated into appropriate languages.

The P&C Association is committed to providing an environment, which is safe for all employees.

All employees will receive an electronic copy which will be emailed to their preferred email address as specified in their employment documentation.

8.5 McDowall SS P&C Association Volunteers Policy

Introduction

We value our volunteers and recognise their important role in both complementing and enhancing the educational programme afforded our children by school staff. We recognise that voluntary work exists in many forms, occurs at different times and is performed in both an obvious and behind the scene contexts. Volunteers make a huge investment within 'Our Great State School'.

Definition of Volunteer

A volunteer is someone who gives their time, talent, energy and expertise freely without charge in a productive way to enhance and enrich our school (a community of staff, parents and students united by purpose). A volunteer may also be from the extended family of students or perhaps a person who has responded to a request in a designated volunteer role (Source: Volunteering Australia).

Philosophy

- We believe that a volunteer programme is invaluable to our school as it provides learning experience and support opportunities for our students beyond that which could be achieved by school staff alone.
- A volunteer programme needs to be supported by sound policies, procedures and planning in order to meet our objectives.
- The objectives of our volunteer programme are:
 - o To promote the interests of McDowall State School.
 - o To facilitate the development and further improvement of McDowall State School.
 - o To promote parent participation.
 - o To foster collaboration between parents, students, school communities and non-government entities with intent to achieving the best educational outcomes for McDowall State School students.
- The P&C Association undertakes a critical role in actively supporting our volunteer programme by:
 - o Fostering community interest in educational matters.
 - o Building close co-operation between parents of children, children attending and staff working at McDowall State School.
 - o Building close co-operation between the school and other members of the community.
- The purpose of the McDowall State School is to implement the Australian preparatory and primary curriculum and deliver effective professional teaching services within a supportive school learning environment facilitating achievement of personal excellence.
- Our vision is for all enrolled students to experience success and to assume increasing levels of self-responsibility in the achievement of pre-determined learning outcomes within a supportive learning context strengthened by partnerships. McDowall State School P&C Association Volunteer Policy 2015 v1.0 2
- 'Partnerships' is defined as parents and community actively supporting and complementing school operations, investing additional funding, resources, time, facilities and opportunities to deliver the best possible learning outcomes for all McDowall State School enrolled students.

Working with Children Suitability Check (Blue Card)

- All volunteers, unless they are parents/guardians of students enrolled at the school, must have a suitability check done and be the holder of a positive notice Blue Card before their volunteer duties commence. These cards are available from Blue Card Services. Both School Administration and the P&C Association will provide guidance and assistance to new volunteers regarding the application procedure.
- If a volunteer already has a Blue Card, it must be linked to McDowall State School through Blue Card Services before their volunteer duties commence.
- The requirement for a Blue Card applies to regulated voluntary work within a 12 month period of:
 - At least once a week over the course of one month, or
 - At least once a fortnight over the course of two months, or
 - At least once a month over the course of six months.
- While legislation requires that P&C Association executive officers (not members of the OSHC sub-committee) hold a Blue Card prior to commencing the operation of the OSHC business, administrative protocols have been established to cater for those people who take on a P&C Association executive officer position at the Annual

General Meeting or at any time during the year. Eg. Where a person appointed as a P&C Association executive officer of a P&C Association licensed Outside School Hours Care Service does not hold a Blue Card, they may assume office once they have made application for a Blue Card and continue to work in that capacity until the application is decided, withdrawn or lapses.

- Exemptions – Persons not required to undergo this check are; o Children under 18 years who are volunteers. o Volunteers who are parent/primary guardian of a child enrolled at the school o Teachers registered under the Education (Teacher) Registration Act 1988 (Qld).

Volunteer Sign In and Sign Out

Upon arrival within the McDowall State School, all volunteers must sign the Visitor Attendance Register at School Administration. This same register must be completed at the time of a volunteer departing the McDowall State School site. This procedure is a requirement regarding P&C Association Public Liability Insurance. For the convenience of Tartan Tuckerbox and Uniform Shop volunteers, a Visitor Attendance Register, overseen by the Manager, is also located there.

The Visitor Attendance Register is an official register, used by School Administration to account for all on-site school visitors and volunteers during Emergency Drills such as 'Evacuation' and 'Lock-Down'. McDowall State School P&C Association Volunteer Policy 2015 v1.0 3 At School Administration, Name Badges are provided (sticker labels) to all school visitors and volunteers. This identifies them as legitimate visitors and volunteers within McDowall State School and should be worn while working in the school. These sticker labels should be responsibly discarded upon departure from the school site.

All volunteers are to read and be familiar with the Student Protection Fact Sheet on display at School Administration.

Public Liability Insurance

The McDowall State School P&C Association holds adequate Public Liability and Personal Accident insurance for school visitors and volunteers. Volunteers do not need to maintain P&C Association membership to be covered. To ensure P&C Association Public Liability and Personal Accident Insurance coverage:

- P&C Association activities should be noted in P&C Association Minutes. Eg. fetes, working bees, fundraising activities.
- Regular activities should be approved by the P&C Association at the beginning of each year. These regular activities are to be noted in the P&C Association Minutes with a notation that volunteers are required. The Department of Education and Training does not maintain Public Liability and Personal Accident Insurance cover for visitors to the McDowall State School or for students. Should an incident or accident occur within the McDowall State School, please attend and advise School Administration immediately. Staff will investigate and take steps deemed necessary to best prevent future occurrence.

Code of Conduct

The Code of Conduct clarifies expected standard of ethical behaviour adopted by the McDowall State School P&C Association. This Code of Conduct applies to all members of our school community, including volunteers, allowing us to work as a cohesive group in partnership with the school.

Volunteers are to:

- Act in the best interest of the total school community at all times.
- Conduct and present themselves in a professional manner and act ethically and with integrity at all times.
- Act with courtesy and demonstrate respect for all persons, whether fellow parents, volunteers, school staff, students or community members.
- Remain objective and avoid personal bias at all times.
- Represent all members of the school community.
- Engage the school and wider community in developing and effecting school priorities, policies and decisions in a manner that is consultative, respectful and fair.
- Declare any conflicts of interest and not misuse their position to advance individual views or for personal gain.
- Make fair, transparent and consistent decisions. McDowall State School P&C Association Volunteer Policy 2015 v1.0 4
- Provide objective and independent advice.
 - Listen and be tolerant of the views and opinions of others, even if those views and opinions differ from your own.
- Treat official information with care and use it only for the purpose for which it was collected or authorized.

- Respect confidentiality and information privacy (about the school, community members, staff or students) at all times and not disclose confidential information.
- Not use confidential or privileged information to further personal interests.
- Be responsive to the requirements of the school community.
- Seek to achieve excellence in educational outcomes for all students at the school.
- Listen and respond to issues and concerns regarding strategy and policy.
- Work within the boundaries of the Education (General Provisions) Act 2006, the Education (General Provisions) Regulation 2006 and the Department of Education and Training's policies and procedures.

Our individual strengths and differences make us more effective as a collective team.

Role of Volunteers

The McDowall State School P&C Association acknowledges that 'Our Great State School' and our students are the result of a sustained long-term investment of time, finance, resource and diligent 'parenting' and 'up-bringing' by their parents, extended family, local clubs and organisations, out-of-school hours care, community experience and of course, an exceptional McDowall State School staff. The greatest and ultimate investment that any parent can make (and influence) in the life of their child, is to be the very best parent that they can possibly be. It is the parent, within the family unit, who will nurture, discipline, cherish and direct a child toward a preferred future. This investment will be different depending on child, parent and family. Thank you for what you do.

Just as it is reasonable to expect that primarily it is parents who will passionately and directly support and volunteer at their child's school, it is reasonable to expect that our community has a responsibility in supporting and investing in parents and the family unit, as parental failure results in societal decay, dysfunction and lower standards of living for all. Acknowledging and building on this understanding, we address the visitor and role of volunteers within McDowall State School.

The Principal is in charge of the McDowall State School and exercises leadership and management over all school operations. While within the McDowall State School all persons are under the direction of the Principal, or his delegate. Such entry into the McDowall State School is at the discretion of the Principal, or his delegate. 'Delegate' may include a member of staff effecting school policy, procedure or direction.

The role and expectation of the volunteer is generally determined by the person responsible for the task, event or duty within which the volunteer is engaged (eg classroom teacher, Tartan Tuckerbox manager, fundraising coordinator, P&C Association executive).

As a volunteer you can expect:

- A warm, hearty welcome with a smile.
- Clear instruction, training and direction on how you may be of assistance. This may extend to training opportunities, depending on the task and duties to be undertaken.
- To be safe and treated with respect.
- Constructive feedback and guidance from the organiser or person in charge.
- Recognition and thanks from the organiser or person in charge. McDowall State School implements a 'Flying Gang' acknowledgement initiative.
- New knowledge and new skills earned through a committed involvement within a programme.
- New and strengthened friendships with other volunteers and productive relationships with staff.
- A strong sense of personal satisfaction and contribution in worthwhile endeavour.
- Worthwhile tasks and duties that are within your capabilities and areas of interest. (You can say 'no' to tasks and duties for which you don't feel capable, able or suited. It's ok to decline a task.)
- That if you feel concerned, you may discuss issues firstly with the organiser or person in charge, and if your issue is not able to be resolved, seek further advice and guidance from School Administration or the P&C Association Executive.

As a volunteer you are expected to:

- Comply with Principal and staff direction and instruction.
- Comply with the Student Protection Policy. A Student Protection Fact Sheet is on display at School Administration.
- If required, present your Blue Card at School Administration.
- Comply with the Code of Conduct.
- Align your personal motivation to that of the school purpose, vision and priorities.
- Display a warm, hearty and happy disposition.

- Comply with the instructions and directions of the organiser or person in charge. Ask questions and seek clarification should there need to be clarification.
- Where possible, attend training sessions that may be made available to you.
- Work as a team member. Get the job done. Do it well. Be respectful, dignified, supportive and encouraging toward other volunteers, parents, students and staff.
- Share ideas, provide suggestions and provide constructive feedback with the organiser or person in charge, should there be realistic avenues for task improvement.
- Comply with school policies, procedures, standards and directions.
- Be a good role model for other volunteers, especially before our students.
- Be dependable and consistent in fulfilling your obligations. Commit to your undertaking and provide the organiser or person in charge with advance notice if you are unable to attend your rostered time or unable to complete allocated tasks.
- Inform the organiser or person in charge if you don't feel capable, able or suitable for a task or role. It may be possible to reassign the task or role to another volunteer. (It's Ok to decline a task.) McDowall State School P&C Association Volunteer Policy 2015 v1.0 6
- If you feel concerned, discuss issues firstly with the organiser or person in charge, and if the issue is not able to be resolved, seek further advice and guidance from School Administration or the P&C Association Executive.

Grievance Resolution

We understand that through the course of your work as a volunteer, situations may arise that may cause you concern. You may be unhappy about an event, the way you may have been treated or perhaps the outcome of a situation. Rarely, does anyone deliberately choose to cause upset. Often people don't know they have caused concern, believing that they are simply doing their best. At times, you may simply require more information. Inter-personal issues need to be addressed in a rational, respectful, private, timely and honest way. If you choose not to resolve the situation and move on then it is business as usual.

Should you choose to seek a resolution to the situation, the following points should be noted:

- Have a private discussion with the person concerned and seek to constructively resolve the issue. It is expected that all adults will responsibly seek to resolve any issues that may be brought to their attention in the shortest possible time frame, without involving or effecting other people. If it is not resolved;
 - Where the issue concerns the P&C Association Executive, the issue should be directed to the Principal.
 - For issues relating to school staff, these should be directed to firstly, the respective Deputy Principal, then secondly, the Principal.
 - For issues relating to P&C Association employees, the issue should be directed to the P&C Association Executive.
 - Where the issue concerns other volunteers, the issue should be directed to the organiser or person in charge for the area or project you are involved in (e.g. fete coordinator, fundraising coordinator) or to the P&C Association Executive.

Grievance resolution does not mean that all issues will be resolved to the satisfaction of all parties. It means that rational, meaningful discussion and explanation will occur with deliberate intent to cause resolution. At times, a decision must simply be made on the basis of all available information at the time. Keeping focus on school purpose and vision, parties subsequently return to the reason for their involvement within this school. For more information about Volunteering at McDowall State School, please refer to the P&C Association Volunteer Handbook.

Welcome and we hope that your involvement in our school community is not only beneficial for our students but is also very rewarding for you too!

8.6 Grievance Policy P&C

1. Policy Statement

All employees are required to adhere to the Parents and Citizens' Association's (the P&C Association) policies and procedures. The policies and procedures reflect the behaviour expected and are designed to encourage integrity and professionalism.

The **Grievance Policy** is a policy for which all employees are expected to observe in the course of their employment with the P&C Association.

This policy does not form part of the employee's employment contract and can be changed from time to time at the discretion of McDowall State School P&C Association.

2. Sources

- [Parents and Citizens Associations Award – State 2016](#)
- Staff Handbook - OSHC
- [Industrials Relations Act 2016](#)
- [Industrial Relations Regulation 2018](#)
- Discipline Procedures Policy

3. Purpose of this policy

The purpose of the Grievance Policy is to identify a clear and fair process for all employees to raise a grievance, and to identify the member of employees responsible for settling the grievance.

Employees are required to follow the grievance procedure identified within the relevant Award/ in conjunction with this policy.

4. Preliminary Action

- Before initiating the following procedures, complainants are encouraged to try to settle any grievance directly with the person(s) concerned.
- A complainant should raise their grievance with the respondent as early as possible.
- At any time while trying to settle the grievance, a complainant or respondent may consult confidentially with anyone they choose, including their representative or other.

5. Who to go to

- If an employee has a grievance with another employee, and the direct approach has not worked, they are to go to their Direct Supervisor.
- If an employee has a grievance with their Supervisor, they are to put their complaint in writing and this is to go to a more senior supervisor or a member of the P&C Association Executive.
- If an employee has a grievance with a member of the P&C Association Executive, they are to put their complaint in writing and this is to go to another member of the P&C Association Executive or if not reasonable they may ask the School Principal for assistance.
- The P&C Association, after consultation with all parties, will have discretion as to the appropriate procedure to be used in determining whether a grievance has substance and the appropriate process and procedure for settling the complaint.

6. Informal Procedure

- The informal procedure for the settlement of grievances will not normally be invoked unless the complainant has attempted to settle the grievance directly with the respondent as outlined in the Preliminary Action above.
- A complainant may refer the grievance to their supervisor for settlement of the grievance. When a complainant has a grievance against their supervisor the complainant may refer the grievance to a more senior supervisor or the P&C Association.
- To commence the Informal Procedure the complainant must provide in writing to their supervisor;
 - A clear statement of their grievance, including the parties to the grievance, also identifying facts, dates etc.;
 - A process for trying to settle the grievance, which will be considered by the supervisor; and
 - A suggested solution which the Complainant believes would settle the grievance could be identified. An appropriate solution will focus on achieving a productive working environment or relationship, rather than apportioning blame.
- Within 10 working days of receiving the notification of the grievance, unless the employee is notified otherwise, the Line Manager will determine what process to take. If there is a grievance to investigate the Line Manager will:

- Gather such other information as required to assist with the settlement of the grievance, including providing the respondent with the statement of the grievance and the opportunity to respond;
 - Attempt to settle the grievance by using the process outlined by the complainant for settlement (if appropriate) or through discussion; or arrange external counselling; mediation and/or conciliation;
 - Arrange for an external investigator to assist with the investigation. The external investigator may take additional time to investigate, depending on the nature of the grievance.
- Where it is determined that the grievance, falls outside the definition of a grievance, the supervisor will advise the complainant accordingly. The supervisor may dismiss a grievance if in the Supervisor's view the grievance is ill-advised, misguided, frivolous, malicious or vexatious.
 - After the conclusion of the Informal procedure, the P&C Association will write to both the complainant and respondent indicating the outcome of the process and specifying any action that has been agreed by the parties as part of the process. This record will be placed on the parties Personnel File.

7. Formal Process

The formal procedure for the settlement of grievances will not normally be done unless the matter has been first referred for settlement under the Informal Procedure. However, this process will often be undertaken in regards to serious allegations such as sexual harassment or bullying if the complainant does not feel comfortable engaging in the informal process.

- If settlement of the grievance has not been resolved for any reason, or the grievance has been dismissed under the Informal Procedure, a party may seek settlement of the grievance through the Formal Procedure. The formal procedure will normally be done within five working days of the supervisor notifying the parties of the outcome of the Informal Procedure or from the date of the conclusion of the unsuccessful mediation and/or conciliation.
- A formal grievance which clearly identifies facts, dates etc. will only commence once it has been received in writing, and given to the P&C Association.
- The P&C Association may appoint an Investigator to investigate the matter.
- The P&C Association will ensure that the complaint is dealt with in a time efficient manner as possible.
- The Investigator will, where possible within the ten (10) working days of appointment interview both the complainant and respondent and such other person or seek any further information the Investigator considers necessary and will conduct an investigation in accordance with natural justice.
- After all necessary persons have been interviewed the investigator will determine whether the grievance is justified.
- The P&C Association will make a decision on the appropriate action, which may include: counselling for either or both parties; arranging for conciliation of the grievance; recommending disciplinary action; or that no further action is taken.
- The P&C Association or direct supervisor will follow up periodically to review the outcome of the grievance.

If the Investigator views the grievance is ill-advised, misguided, frivolous, malicious or vexatious, the P&C Association will advise the complainant, and where appropriate other parties, in writing of this finding and the reasons for the finding and where appropriate take action against the complainant.

On receipt of the Investigator's report, the P&C Association Executive will:

- take such action as the P&C Association deems appropriate; and
- notify in writing both the complainant and respondent of the outcome of the process, the reasons for the decision and specify any action to be taken.

If the complaint is not substantiated (there is not enough proof), the P&C Association may still consider:

- Training for all employees involved.
- Keeping a close watch on the behaviour of employees concerned e.g. Counselling.

If the complaint is frivolous (it did not happen), the P&C Association may consider:

- Counselling for the person who made the complaint.
- A written apology.

- An official warning.
- Dismissal.
- Demotion.

If the complaint is substantiated (it happened), the P&C Association may consider:

- A written apology and an acknowledgement that it has happened (occurred).
- An official warning.
- Counselling.
- Show cause why the employee should not be terminated.

If the incident/complaint is substantiated disciplinary procedures will commence as per the ***Discipline Procedures Policy***.

Appeals

The employee can ask the P&C Association to review the decision if they believe the investigation was not done properly and what the process of the appeal is.

8. Confidentiality

All persons associated with the informal and formal procedures should maintain confidentiality and only discuss the grievance with those who have responsibility for dealing with the grievance. If it has been found that there is a breach of confidentiality, further disciplinary action will be taken.

9. External Agencies

An employee can go to their appropriate union, legal representative for assistance with their complaint. They may advise the complainant to follow the organisation grievance procedure before they will assist the complainant.

10. Responsibilities

All employees are expected to conduct themselves in a manner which respects the rights and welfare of other members of the organisation and to show competence, care, good faith and compliance with instructions, policies and procedures in the performance of their duties.

Supervisors are responsible to try and prevent problems and to settle any grievances that may arise in the workplace.

The P&C Association is responsible to provide procedural guidance to all parties in the organisation.

All employees will be made aware of the ***Grievance Policy*** and must abide by this policy, as updated or issued from time to time, and by any directions given to employees by the P&C Association in the course of their employment.

11. Policy Review

The ***Overtime and Time Off in Lieu (TOIL) Policy*** will be reviewed annually, and all employees will be trained and educated and will be required to sign an acknowledgement that they understand the policy. Should the need arise; the policies will be translated into appropriate languages.

The P&C Association is committed to providing an environment, which is safe for all employees.

All employees will receive an electronic copy which will be emailed to their preferred email address as specified in their employment documentation.

8.7 Workplace Bullying and Harassment Policy

1. Policy Statement

All employees are required to adhere to the Parents and Citizens' Association's (P&C Association) policies and procedures. The policies and procedures reflect the behaviour expected and are designed to encourage integrity and professionalism.

This policy and procedure sets out the types of behaviours and conduct which will be taken to constitute bullying and harassment, establishes procedures for handling complaints of bullying and harassment in the workplace.

The **Workplace Bullying and Harassment Policy** is a policy for which all employees are expected to observe in the course of their employment with the P&C Association.

This policy does not form part of the employee's employment contract and can be changed from time to time at the discretion of McDowall State School P&C Association.

2. Sources

- [Parents and Citizens Associations Award – State 2016](#)
- Staff Handbook – OSHC
- [Industrial Relations Act 2016](#)
- [Industrial Relations Regulation 2018](#)
- [Workplace Gender Equality Act 2012](#)
- [Australian Human Rights Commission Act 1986](#)
- [Age Discrimination Act 2004](#)
- [Disability Discrimination Act 1992](#)
- [Racial Discrimination Act 1975](#)
- [Sex Discrimination Act 1984](#)

3. Purpose of this policy

The P&C Association is committed to providing a workplace which is free from bullying, harassment, and unlawful discrimination. The organisation aims to ensure all those participating in the workplace area treated with respect, dignity, and fairness with the aim of creating an environment which promotes positive working relationships.

This policy and procedures are designed to ensure that all employees understand what will be regarded as bullying and harassment, how complaints of bullying and harassment can be made and how claims will be treated by the P&C Association.

4. Scope

This policy and procedures apply to employees, contractors (temporary or otherwise) and agents of the P&C Association.

This policy and procedures is not limited to the workplace or working hours and will include all work-related events which include, but is not limited to; lunches, client functions, meetings and conferences as well as Christmas parties.

This policy also relates to, but is not limited to the following types of communication:

- Verbal communication either over the telephone or in person in the workplace, and outside of it;
- Written communication including; letters, notes, minutes of meetings, etc.;
- Internal and external electronic communication including:
 - Email;
 - Instant messaging services;
 - Internal Intranet;
 - Faxes;
 - Social media and networking forums including; Facebook, LinkedIn, Twitter and other forms of social media; and
 - Communications via text message.

Note: this list is not exhaustive.

5. Standards of behaviour

In line with the P&C Association's commitment to creating a workplace which is free from workplace health and safety risks and one which strives to create positive working relationships, all those covered by this policy and procedures are expected to observe the following minimum standards of behaviour, including:

- Being polite and courteous to others;
- Being respectful of the differences between people and their circumstances;
- Ensuring they do not engage in any bullying and harassment behaviour(s) towards others in, or connected with the workplace which includes customer, clients, supervisors and other managers;
- Ensuring they do not assist or encourage others in the workplace, or in connection with the workplace to engage in bullying and harassment behaviour(s) of any type;
- Adhering to the complaint procedures in this policy if they experience any bullying and harassment behaviour(s) personally;
- Reporting any bullying and harassment behaviour(s) they see happening to others in the workplace, or connected with the workplace in line with the complaint procedures in this policy; and
- Keeping information confidential if involved in any investigation of bullying and harassment.

These standards of conduct are intended to operate in addition to, and in conjunction with the P&C Association's code of conduct.

6. Definitions

Workplace Bullying and harassment

A person is subjected to workplace Bullying and harassment if the person is subjected to repeated behaviour, other than behaviour amounting to sexual harassment, by a person, including the person's employer or a co-worker or group of co-workers of the person that:

- a) Is unwelcome and unsolicited;
- b) The person considers to be offensive, intimidating, humiliating or threatening; and
- c) A reasonable person would consider being offensive, humiliating, intimidating or threatening.

Below is a detailed list of examples of behaviours that may be regarded as harassment, if the behaviour is repeated or occurs as part of a pattern of behaviour. These are common types of harassing behaviours. Examples include:

- Abusing a person loudly, usually when others are present;
- Repeated threats of dismissal or other severe punishment for no reason;
- Constant ridicule and being put down;
- Leaving offensive messages on email or the telephone;
- Sabotaging a person's work, for example, by deliberately withholding or supplying incorrect information, hiding documents or equipment, not passing on messages and getting a person into trouble in other ways;
- A manager setting unreasonable timelines or constantly changing deadlines for an employee to meet, or setting tasks that are unreasonably below or beyond a person's skill level;
- Maliciously excluding and isolating a person from workplace activities;
- Persistent and unjustified criticisms, often about petty, irrelevant or insignificant matters;
- Humiliating a person through gestures, sarcasm, criticism and insults, often in front of customers, management or other workers; or
- Spreading gossip or false, malicious rumours about a person with an intent to cause the person harm.

What is not workplace Bullying and harassment?

Fair and reasonable management action taken in order to counsel an employee for instances of underperformance, investigating complaints made against employees, discipline for misconduct and other work directions in line with business needs does not amount to Bullying and harassment.

What is occupational violence?

Occupational violence is any incident where an employee is physically attacked or threatened in the workplace. This definition applies regardless of the intent of the attacker.

Violence can occur through direct or indirect means. It involves the application of force to an employee's body, clothing or equipment, which creates a risk to health and safety.

A threat consists of a statement or behaviour that causes a person to believe that they are in danger of being physically attacked.

The source of occupational violence could be employees within the Company, its clients and suppliers, people known to the Company or strangers (intruders).

The definition of occupational violence covers all forms of physical attacks, including:

- Striking, kicking, scratching, biting, spitting, pushing, shoving, tripping, grabbing or any other kind of direct physical contact;
- Throwing objects;
- Attacks with knives, guns, clubs or any other kind of weapon; and
- Any form of indecent physical contact.

7. Responsibilities of the Employer and Employees

It is the responsibility of all employees to not participate in discriminatory or harassing behaviour within the workplace. All employees are expected to conduct themselves in a manner which respects the rights and welfare of other members of the P&C Association, its clients and both internal and external stakeholders and to show competence, care, good faith and compliance with instructions, policies, and procedures in the performance of their duties.

The P&C Association is accountable for ensuring professional standards of conduct are observed at all times and to take immediate preventative action in any situation that has the potential to be construed as harassment. This means acting as a role model for employees to demonstrate appropriate behaviour. Incidents of harassment are to be treated seriously and immediate action must be taken to deal with complaints.

The P&C Association is responsible to provide both a duty of care and procedural guidance to all parties in the organisation.

All employees will be made aware of the **Workplace Bullying and Harassment Policy** and must abide by this policy, as updated or issued from time to time, and by any directions given to employees by the P&C Association in the course of their employment.

8. What to do if you are harassed

If you believe you are being harassed in any way, **do not ignore it**. Take action in the following manner:

- Tell the other person in a direct and firm manner that their behaviour is offensive and unacceptable. However, telling the person may not be enough to stop the unwelcome behaviour so be prepared to take further action;
- Keep diary notes of all incidents with details of the harassment, dates and times, name(s) of the offending party, and any response you made;
- Discuss the situation with your immediate Supervisor;
- Adhere with Consultation and Dispute Resolution Clause in the Award.

9. Complaints Procedures

The P&C Association has a complaint handling system which includes procedures for reporting, investigating, resolving and appealing workplace harassment complaints. Any reports of workplace harassment will be treated seriously and investigated promptly, fairly and impartially. A person making a complaint and/or who is a witness to workplace harassment will not be victimised.

The chief aims of the procedures are to ensure that:

- The harassment stops;
- There are no reprisals for making the complaint;

- Where disadvantage has occurred that it is redressed; and
- Awareness of the nature and consequences of harassment are increased.

The guiding principles are:

- The right of individuals to be treated with respect;
- Observance of natural justice; (i.e. the right to be heard and respond to any allegation);
- Observance of confidentiality;
- Acceptance of the legitimacy of the complainant's feelings;
- Support and protection for all parties;
- Empowerment of complainants; and
- Preservation of a non-judgemental and non-adversarial approach by mediators.

While the P&C Association will make every endeavour to resolve any complaints, employees can approach the Australian Human Rights Commission for advice.

10. Procedures

When the Supervisor receives a complaint:

- Prompt action will be taken and the strictest confidentiality ensured;
- The complainant will be interviewed and the nature of the complaint clarified;
- The complainant will not be disadvantaged for seeking independent advice and or representation;
- The complainant will be notified of alternatives available in resolving the complaint;
- The complaint will only proceed with the complainant's permission;
- The complainant and designated person (who may be a member of the P&C Association executive, the direct supervisor or external investigator) will decide whether to progress the complaint through the formal or informal process (as outlined in the P&C Association's **Grievance Policy**). The Complainant will be encouraged to resolve the matter through the informal process in the first instance;
- A full explanation of the conciliation process and possible outcomes of such action will be given to the complainant;
- A meeting between the **Supervisor** and the alleged harasser will be arranged.

Whether the matter is progressed through an informal or formal process, the P&C Association will ensure:

- The alleged harasser will be fully informed of the complaint, the name of the complainant and the complaint and the complaint procedures;
- The alleged harasser will not be disadvantaged for seeking independent advice and or representation;
- The alleged harasser will be given the opportunity to fully respond to the allegations and to assist in the complaint resolution;
- The complainant will be informed of the discussion and outcomes of the meeting between the Supervisor and the alleged harasser. Any proposal for resolution will be discussed;
- Written records will be kept to establish the facts and all documents will be kept secure. Information on the allegation will only be accessible to those whose job it is to deal with complaints. These records may be accessed where it is appropriate and does not breach either Privacy provisions or individual confidentiality.

11. Outcome

The outcomes of formal or informal complaint procedures will depend on the nature of the complaint, its severity and what is deemed appropriate in the relevant circumstances.

11.1 Complaint resolved through an informal process

- The complaint may or may not be substantiated (e.g. by witness or admission), however, the complainant is satisfied by the outcome in that offensive behaviour has ceased;
- Follow up with the complainant will occur in 3 - 4 weeks' time to ensure no recurrence.

11.2 Complaint unresolved through an informal process

- A complaint which is not resolved through the informal process will be dealt with by an appointed representative of the P&C Association.

11.3 Complaint substantiated through a formal process

These steps will be taken by the nominated P&C Association representative.

Where the results of an investigation procedure suggest that an individual is guilty of bullying and harassment, appropriate disciplinary procedures will be followed in line with The P&C Association's **Discipline Procedures Policy**. The disciplinary action will depend on the nature and severity of the behaviour and may include termination of employment, which may be instant dismissal where serious misconduct is deemed to have occurred.

Where the complaint involves a contractor or agent of the P&C Association and an investigation process reveals that a person has engaged in unlawful conduct or another behaviour which is prohibited by this policy, those concerned may face termination of their contracts immediately, or will not be renewed in the future.

In addition to the remedies provided in the P&C Association's **Discipline Procedures Policy**, other action may be deemed necessary to resolve or remedy the behaviour complained of, including but not limited to:

- The complaint and its resolution will be noted by the Supervisor and the harasser informed. The harasser will have the right to add their comments to this file. A copy of this file will be kept by the P&C Association;
- A notation will be placed in the harasser's personnel file alerting the P&C to the existence of a discreet file under the control of the P&C Association. No details of the complaint or its resolution will be included in this notation;
- Providing training to employees concerned regarding bullying and harassment;
- Requiring employees who have breached this policy to apologise to the appropriate person(s);
- Agreement that the behaviour will not occur again will be sought;
- Assurance will be sought from the harasser that there will be no reprisals or victimisation against the complainant. It will be made clear that it is a very serious matter in terms of their employment and will attract disciplinary action should this occur;
- Adjusting working arrangements where appropriate;
- Providing counselling to employees (complainant and the person complained of);
- Placing employees on performance improvement plans to ensure improved behaviour;
- Providing coaching and mentoring;
- Disciplinary action will be considered and termination may occur.

11.4 Monitoring and redress

It is extremely important that a victim does not suffer in their position, status or career opportunities because of the actions of a harasser. The P&C Association has a commitment to ensuring that the victim is not disadvantaged.

Follow up with the complainant at later dates (3-4 weeks after resolution in the first instance) will occur to ensure that behaviour has in fact stopped and that there are no reprisals.

11.5 Malicious or Vexatious Allegations

Malicious or Vexatious allegations will not be tolerated. If it is found that the complainant has made malicious or vexatious allegations, the complainant may face disciplinary action as per the **Discipline Procedures Policy**, or other action as the P&C Association finds appropriate.

Malicious, frivolous or vexatious complaints include complaints that are deliberately harmful, spiteful, trivial or unworthy of serious attention or resources.

12. Confidentiality

In the case of an investigation, whilst the Internal or External Investigator will endeavour to preserve the confidentiality of the complainant and the person complained of, it may be necessary to speak with other workers or people involved to determine what happened and to maintain the integrity of the investigation process.

Where potentially unlawful conduct has occurred, the P&C Association will need to alert the appropriate authorities.

Those people who are involved in the complaint (including the complainant, witnesses, etc.) are also under a duty to maintain confidentiality and display a commitment to uphold the integrity of the investigation process. If the complainant chooses to bring a support person with them to any meetings, they too are bound by

confidentiality. Gossiping and/or the spreading of rumours as a result of, or in connection with, a process followed under this policy will not be tolerated under any circumstances and may lead to further disciplinary action for those concerned.

13. Appeal procedure (internal)

If any parties involved are unhappy with the outcome, or the way the complaint handling procedure was managed, they should submit their concerns in writing to the P&C Association Executives.

Once notified, the P&C Association Executives or designated representative will conduct a review of the procedure followed, the outcome issued and make a final determination on the issue. Once this determination is made, the person who has made the appeal will be notified of the outcome and this determination will be final.

14. Consequences of breach of policy

Disciplinary action will be taken against a person who harasses a worker or who victimises a person who has made or is a witness to a complaint. Complaints of alleged workplace harassment found to be malicious, frivolous or vexatious may make the complainant liable for disciplinary action.

15. Responsibilities

All **staff** are expected to conduct themselves in a manner which respects the rights and welfare of other members of the organisation its clients and both internal and external stakeholders and to show competence, care, good faith and compliance with instructions, policies, and procedures in the performance of their duties. Management is responsible to provide both a duty of care and procedural guidance to all parties in the organisation.

All Staff will be made aware of the **Workplace Bullying and Harassment Policy** and must abide by this policy, as updated or issued from time to time, and by any directions given to employees by the P&C Association in the course of their employment.

16. Policy Review

The **Workplace Bullying and Harassment Policy** will be reviewed annually, and all employees will be trained and educated and will be required to sign an acknowledgement that they understand the policy. Should the need arise; the policies will be translated into appropriate languages.

The P&C Association is committed to providing an environment, which is safe for all employees.

All employees will receive an electronic copy which will be emailed to their preferred email address as specified in their employment documentation.

8.8 Employee Performance Monitoring, Review and Management Policy

The service acknowledges that to ensure the provision of high quality child care, an active approach is needed in relation to monitoring and managing the ongoing performance of employees to ensure that appropriate knowledge, skill and capacity to perform the position effectively are maintained.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *NQS Area: 4.2; 7.1; 7.2.2, 7.2.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.4 – Educator Professional Development and Learning, 8.5 – Volunteers,*



Procedures

Lead Educator and Educator performance shall be managed by the Educational Leader. Educational Leader performance shall be managed by the Coordinator. Coordinator performance shall be managed by the P&C Executive.

Employee performance shall be managed in accordance with indicators which have been developed in relation to their position description.

Employee performance shall be monitored through implementing an annual review process. Such a process shall involve:

- Employee completing a performance review self-assessment prior to interview with their line manager;
- A performance review assessment conducted by their line manager and P&C Executive representative (if required);
- A formal interview where aspects of each assessment are discussed and performance reviewed.

Part of the performance review shall include a commitment to ongoing professional development where opportunities for enhancing knowledge and skill based on the needs and goals of the service and its stakeholders are discussed.

Professional development shall be monitored throughout the forthcoming year following the implementation of the plan.

8.9 Employee Code of Conduct Policy

The service expects that all employees conduct themselves in such a way that is professional and in accordance with the philosophy and goals of the service. Employees are expected to actively demonstrate a positive attitude towards their work, the service and the service's clients. The service requires that all employees abide by the code of conduct at all times during their interactions with children, families, community members, management and other employees.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *NQS Area: 4.2; 7.1.2, 7.1.3, 7.1.4, 7.1.5; 7.2.1, 7.2.2; 7.3.2, 7.3.3, 7.3.4, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.5 – Volunteers, 8.10 – Employee Orientation and Induction.*



Procedures

Employees shall be expected to read the document and indicate that they have understood all of the conduct requirements by signing the agreement.

Educators shall be expected to consistently uphold the agreement during their employment with the service.

Breaches to the agreement shall be taken seriously which may result in appropriate action taken on behalf of the employer/service.

All educators, volunteers and ancillary staff members agree to:

- Abide by any relevant legislative and National Quality Standard requirements as well as understand and actively implement the policies, procedures and rules of the service;
- Value the different perspectives of educators, supporting and working collaboratively to maintain the philosophy and goals of the service;
- Contribute to creating a positive atmosphere of trust and openness through modelling respectful and courteous language and behaviour;
- Maintaining a safe environment for all including active supervision of children, compliance with Workplace Health and Safety requirements and ensuring all necessary documentation is completed;
- Treat children, families, educators, other employees, members of the McDowall SS P&C McDowall OSHC Subcommittee, P&C Executive, Committee or visitors to the service with courtesy, respect and consideration at all times. This includes communicating with families in a professional manner including use of calm voice.
- Only discuss confidential information or issues of the service with appropriate people within the service and not with any person outside the organisation, unless required by law;
- Resolve any conflicts with other employees or members of the McDowall OSHC Sub-committee using the policy and procedures developed within the service;
- Represent the Service in a positive way;
- Act positively on complaints and provide services to the best of their ability;
- Strive to build a harmonious, equitable and non-discriminatory workplace;
- Wear clean, neat clothes, professionally appropriate to the type of work to be undertaken and not offensive to the children, families, other employees, Committee members or visitors of the service.
- It is unacceptable for any employee to use any form of harassment, physical, verbal or emotional punishment when carrying out their duties with children, families, other employees or other visitors to the Service.
- Offensive comments are not to be made about fellow employees online. This will be viewed as cyber bullying. Even if comments are not made directly, they may still be viewed indirectly by multiple people;
- The service name shall not be mentioned in online posts and statuses. This is the best way to ensure that the service's reputation is safeguarded. If it is necessary for an employee to speak about their place of employment online, they are to refer to 'work' and not to the service name;
- Work-related problems, tasks and ventures should not be discussed online. Confidentiality must be maintained at all times;
- Be clear that your personal views are yours, and not necessarily the views of the service management and/or stakeholders;

- Photos of employees in work uniform are not to be placed online;
- If anything is posted online by others which may harm the reputation of the service, its employees or stakeholders, and you have the capacity to delete such information, the Approved Provider asks that you do so immediately.
- When possible, the Social Networking page should be made 'Private' to avoid being viewed by children and families, and other various stakeholders.

If something potentially dangerous to the image or people of the service is found online, bring this to the attention of the Coordinator. This should be done immediately and the information should not be shared with others.

8.10 Employee Orientation and Induction Policy

The Service assumes the responsibility to ensure that all employees receive appropriate orientation and induction which prepares, supports and facilitates their working performance and ongoing capacity for employment within the service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011*
- *NQS Area: 1; 2; 3; 4; 5; 6.1.2; 6.2.1; 6.3.2; 7.1; 7.2.2, 7.2.3; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.6 – Employee and Volunteer Grievance, 8.9 – Employee Code of Conduct.*



Procedures

The line manager shall take responsibility for the appropriate and ongoing induction and orientation for new employees.

The orientation and induction process shall include (but not be limited to):

- A meeting with the new employee prior to engagement to complete all paperwork relating to their suitability for employment. (This will involve completing appropriate documentation to validate the new employee's blue card where one is already held by the candidate.);
- An information package given to the new employee, which highlights key aspects of the role which must be known and understood prior to commencing work at the service;
- A minimum 1 hour induction/orientation session where the line manager) will work through the Induction and Orientation checklist with the new employee including a meet and greet with the Coordinator and P&C Executive;
- At commencement of employment, the new employee will be rostered on for a minimum of three "buddy" shifts where they are partnered with an experienced educator;
- Within two weeks of employment commencing, the employee shall be expected to complete the Induction and Orientation checklist, signing to say that they have received appropriate and effective induction and return it to the Coordinator.

All staff are given an electronic copy of the current Policies and Procedures manual at the commencement of their employment and as part of the induction process and sign an acknowledgement that they have read and understood the Policies and Procedures Manual.

8.11 Employee Leave Policy P&C

1. Policy Statement

All employees are required to adhere to the Parents and Citizens' Association's (the P&C Association) policies and procedures. The policies and procedures reflect the behaviour expected and are designed to encourage integrity and professionalism.

The **Employee Leave Policy** is a policy for which all employees are expected to observe in the course of their employment with the P&C Association.

This policy does not form part of the employee's employment contract and can be changed from time to time at the discretion of McDowall State School P&C Association.

2. Sources

- [Parents and Citizens Associations Award – State 2016](#)
- Staff Handbook - OSHC
- [Industrials Relations Act 2016](#)
- [Industrial Relations Regulation 2018](#)

3. Application of this policy

This policy applies to all employees of the P&C Association. The policy shall be implemented in accordance with appropriate industrial relations legislation and the relevant Award.

The purpose of the Employee Leave Policy is to outline leave entitlements and the employee's obligation and the requirement to be entitled to take leave. This policy has been designed in accordance with the P&C Association's values, industry best practice, and current employment laws.

4. Parents and Citizens' Association Statement

The P&C Association provides the following leave entitlements to all Permanent Full Time and Part Time Employees. Casuals are entitled to limited leave entitlements.

This policy covers:

1. Annual Leave
2. Personal/Carer's Leave
3. Compassionate Leave
4. Community Service Leave
5. Long Service Leave
6. Parental Leave
7. Study Leave
8. Leave without pay

5. Annual Leave

Every employee (other than a casual employee) shall at the end of each completed year of service with the P&C Association, be entitled to the following:

- 4 weeks (152 hours) of paid annual leave for full time employees, or as proportionately accrued for part-time employees; and
- an Annual Leave Loading of 17.5% which is paid on annual leave taken **only** as stated in an Award and when not in excess of 4 weeks of annual leave taken in any completed year of service.

Annual leave should, as far as practicable, be taken as and when it falls due and should not be substantially accumulated. The standard leave accrual is four (4) weeks for each year of service and should never exceed six (6) weeks leave accrual without the prior approval of the P&C Association.

Where an employee's annual leave accrual exceeds four (4) weeks as at 31 December in any year, the staff member may be requested to submit a diary of proposed leave for the following 12 months to the P&C Association for subsequent approval. The diary of proposed leave should document a strategy and the timing of leave to be taken in order to bring their accrual amount back in line with allowable limits.

Where an employee's annual leave accrual exceeds six (6) weeks at any time, the P&C Association may direct the employee to take annual leave upon at least 14 days' notice, in order to bring their accrual amount back in line with allowable limits.

During the Christmas vacation period, an employee will be directed to take annual leave. An employee without sufficient accrued leave to maintain their ordinary rate of pay during the vacation period may be required to take leave without pay for a maximum of four (4) weeks.

Employees may not take annual leave in advance of their entitlement unless mutually agreed between the employee and the P&C Association.

If by agreement the employee takes leave before becoming entitled to it, the employee is only entitled, at the end of the completed year of employment, to the balance of any of the leave that would be due at the end of the year.

In such cases where payment in advance is approved the employee consents for the P&C Association to recoup any leave paid in advance against all outstanding payments to that individual in the event that they leave the organisation prior to the leave entitlement balancing.

This arrangement must be formalised and approved prior to leave being taken.

An employee will not be approved to cash in Annual Leave unless provided for in the relevant and current award provisions.

6. Personal (Sick) Leave

Personal (Sick) Leave

Every employee (other than a casual employee) shall be entitled to 60.8 hours of paid personal (sick) leave for each year of completed service or as proportionately accrued for part-time employees.

Personal (sick) leave is **not** redeemable for cash upon termination of employment; however personal (sick) leave is an ongoing accrual whilst employed unless the relevant Award provides otherwise, and accrues at the rate of 7.6 hours for every 6 weeks' of employment.

Taking Paid Personal (Sick) Leave (other than a casual)

An employee may take paid personal (sick) leave if the leave is taken because the employee is not fit for work due to personal illness, or personal injury, affecting the employee.

Employees, who become sick whilst on duty, must inform the P&C Association as soon as possible via their line manager.

The payment of personal (sick) leave is subject to prompt notice by the employee. If the employee is unable to come to work due to illness, they must promptly advise the P&C Association of:

(i) any illness that will cause them to be absent from work; and (ii) the approximate period for which they will be absent.

Personal (sick) leave can be taken for part of a day.

While sick leave is accumulative no employee shall be entitled to receive, and the P&C Association will not be bound to make, payment for more than 13 weeks' absence from work through illness in any one year.

Medical Certificates will be required for all:

- (a) absences taken immediately prior to and immediately following week-ends, public holidays and any periods of paid leave;
- (b) once three (3) single absences have been taken in each year; and
- (c) two or more consecutive days have been taken.

7. Carer's Leave (other than a casual)

An employee may take paid carer's leave if the leave is to provide care or support to a member of the employee's immediate family, or a member of the employee's household, who requires care or support because of:

- (a) a personal illness, or personal injury, affecting the member; or
- (b) an unexpected emergency affecting the member.

An employee is entitled to two (2) days of unpaid carer's leave for each occasion (a permissible occasion) when a member of the employee's immediate family, or a member of the employee's household, requires care or support because of:

- (a) a personal illness, or personal injury, affecting the member; or
- (b) an unexpected emergency affecting the member.

Carer's Leave is sourced from the employee's Personal (Sick) Leave Entitlement. Carer's Leave is not an additional entitlement. i.e. It is unused personal (sick) leave.

Taking Unpaid Carer's Leave

An employee may take unpaid carer's leave for a particular permissible occasion if the leave is taken to provide care or support as above or;

- (a) a single continuous period of up to two (2) days; or
- (b) any separate periods to which the employee and his or her employer agree.
- (c) An employee cannot take unpaid carer's leave during the particular period if the employee could instead take paid personal (sick)/carer's leave.

You may take additional unpaid carer's leave if the P&C Association agrees, however, this needs to be formalised and documented.

Carer's leave cannot be taken if another person has taken leave to care for the same person unless there are special circumstances requiring more than one person to care for the person.

Carer's Leave may be taken for part of a day.

The P&C Association reserves the right to request a medical certificate for the time the employee has taken carer's leave.

8. Bereavement Leave

A full time or part-time employee is entitled to two (2) days of bereavement leave on full pay on the death of a member of the employee's immediate family or a member of the employee's household.

A short term and long term (employed for more than 12 months) casual employee is entitled to at least 2 days unpaid bereavement leave on the death of a member of the employee's immediate family or a member of the employee's household.

If the employee reasonably requires extra time to travel to and from the funeral or another ceremony for the death – an amount of unpaid bereavement leave equal to the time reasonably required for the travel.

The P&C Association may request the employee give a copy of the funeral notice or other evidence of the death.

An employee may take additional leave as unpaid bereavement leave if the P&C Association agrees.

Payment for Bereavement Leave (other than for casual employees)

If an employee, other than a casual employee, takes a period of compassionate leave, the employer will pay the employee at the employee's base rate of pay for the employee's ordinary hours of work in the period.

9. Cultural Leave

An employee may take up to 5 days unpaid cultural leave in each year if the P&C Association agrees.

In considering the employee's request for leave the P&C Association will consider the following –

- (a) The P&C Association capacity to reorganise work arrangements to accommodate the employee's request;
- (b) The impact of the employee's absence on the service;
- (c) The particular circumstances of the employee;
- (d) The impact of a refusal on the employee, including the employee's ability to balance his or her work and family responsibilities.

Notice and Evidence Requirements

An employee who wants an absence from their employment to attend cultural leave will need to give the P&C Association reasonable notice.

The notice must be given to the P&C Association as soon as practicable (which may be time after the absence has started) and must advise the P&C Association of the period, or expected period, of the absence.

10. Long Service Leave

Long Service Leave is a period of paid leave granted to all employees in recognition of a long period of service to an employer and to provide a respite from work. Long Service Leave is covered by the state Qld Industrial Relations Act 1999. (Act)

All employees are entitled to Long Service Leave after the completion of ten (10) years of continuous service with P&C Association.

The employee's entitlement to Long Service Leave is 8.6667 weeks on full pay after 10 years of continuous service.

After an employee has completed their first ten (10) years of continuous service, they are entitled to take any further long service leave accumulated only after five (5) years continuous service (i.e. after 15 years continuous service).

Long service leave entitlements accumulated for such periods but which have not been taken are payable on termination.

Continuous Service

Generally, continuous service refers to paid working time and paid leave. The long service leave entitlement is based on continuous service with the same employer including instances where the Act states that an employee's continuity of service is:

- Taken to be the same employer e.g. Transmission of business, or
- Not broken in certain circumstances e.g. parental leave.

Pro-rata Long Service Leave

Employees are entitled to receive proportionate payment of long service leave on termination after seven (7) years of continuous service. However, employees who have completed seven (7) years but less than ten (10) years continuous service are entitled to pro-rata long service leave only if:

- the employee's service is terminated by their death;
- the employee terminates their service because of their illness or incapacity or because of a domestic or pressing necessity;
- the employer dismissed the employee for a reason other than the employee's conduct capacity or performance; or
- the employer unfairly dismisses the employee.

Absence from work

The only periods of absence from work, which count as continuous service to determine a long service leave entitlement, are periods of paid leave. Long service leave does not accumulate during unpaid or parental leave.

Taking Long Service Leave

An employee, who has reached their ten (10) years of continuous leave, will be entitled to apply to take some or all of their Long Service Leave.

The employee will be required to submit an application to the P&C Association three (3) months prior to the intended start date of their leave. The P&C Association will consider the application and notify the employee of the decision.

If the employer and employee do not agree when the leave is to be taken, the employer will not refuse the employee taking the leave at any time more than 12 months after the right to take leave has accrued.

The P&C Association may direct an employee with three (3) months' notice to take at least four (4) weeks of their long service leave.

The amount of Long Service leave taken can be varied as long as the P&C Association and employee mutually agrees in writing.

Long Service Leave cannot be cashed in unless the employee makes application to the Queensland Industrial Relations Commission.

11. Parental Leave

An employee who has completed at least 12 months of continuous service with the P&C Association immediately prior to taking the leave is eligible to take parental leave.

An employee will be required to give at least 10 weeks written notice of their intention to take leave and at least 4 weeks written notice of the dates on which the employee wants to start and end the leave.

Employees are also able to access the Australian Government funded Paid Parental Leave scheme.

12. Study Leave

Whilst the P&C Association adopts a supportive policy with respect to personal development and training, the maximum time allowed for undertaking further education, including travel, during normal business hours is (4) four hours per week. This is not a right but more a privilege that will be considered on an individual basis, on the merits of the application any agreement to be formalised.

13. Leave without Pay

As a general rule leaves without pay will not be granted unless it is an exceptional circumstance. It is the employee's responsibility to manage their leave entitlement each year. Leave without pay can only be approved by the P&C Association and each application will be assessed on its own merits and be approved, based on operational requirements.

14. Administration Requirements

A Leave Form must be submitted by the employee for approval by their line manager (i.e. P&C Association Operations Manager, OSHC Coordinator or Uniform or Tuckshop Convenor). A Leave application request must also be lodged on our online human resource management software. Should the line manager approve the applicant's request, the line manager will then request final approval from P&C Association's President. The following timeframes apply to the submitting of leave forms:

- Annual Leave: To be lodged at least two weeks prior to the requested leave. Where extended leave is requested, at least two months' notice is required.
- Personal Leave: To be completed within two days of the employee's return to work.
- Carers Leave: To be completed within two days of the employee's return to work.
- Parental Leave: as Parental Leave Policy
- Long Service Leave: To be completed and lodged for approval at least three (3) months prior to the requested time off.

15. Definition

Immediate family is an employee's:

- spouse
- de facto partner
- child
- parent
- grandparent
- grandchild
- sibling, or a
- child, parent, grandparent, grandchild or sibling of the employee's spouse or de facto partner.

Household Member

- someone who shares/lives with the employee.

16. Responsibilities

All **employees** are expected to conduct themselves in a manner, which respects the rights and welfare of other members of the organisation and to show competence, care, good faith, and compliance with instructions, policies and procedures in the performance of their duties.

The relevant line manager and P&C Association Executives are responsible to provide procedural guidance to all parties in the organisation.

All employees will be made aware of the **Employee Leave Policy** and must abide by this policy, as updated or issued from time to time, and by any directions given to employees by the P&C Association in the course of their employment.

17. Policy Review

The **Employee Leave Policy** will be reviewed annually, and all employees will be trained and educated and will be required to sign an acknowledgement that they understand the policy. Should the need arise; the policies will be translated into appropriate languages.

The P&C Association is committed to providing an environment, which is safe for all employees.

All employees will receive an electronic copy which will be emailed to their preferred email address as specified in their employment documentation.

8.12 Employee Qualifications – Monitoring Progress Policy

The Service seeks to ensure that all employees enrolled and studying relevant qualifications are monitored and supported as they progress through their studies. This ensures that the service strives towards providing a suitably qualified level of educators.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- P&C Association Award – State 2016

NQS Area: 4.1; 7.1.1, 7.1.2, 7.1.3, 7.1.4; 7.3.1, 7.3.2, 7.3.5.

- *Policies: 2.3 – Educator Ratios, 8.3 – Recruitment and Employment of Educators, 8.4 – Educator Professional Development and Learning, 8.8 – Employee Performance Monitoring, Review and Management, 10.1 – Quality Compliance.*



Procedures

All employees shall provide a copy of their certificate of enrolment in the approved course or other relevant documentation providing such evidence during their initial probation period or as otherwise required by legislation.

This record shall be attached to a study monitoring form and maintained in the employee's confidential file held at the service.

The Coordinator (or senior representative) shall monitor and track the employee's progress through the course, particularly observing that the course will be completed within the required time frame being twice the scheduled course duration.

The Employee shall be required to submit a Statement of Progress/Result or other evidence such as a transcript to demonstrate appropriate completion of course components on a regular basis. (This information will be gathered every 6 months or as details are released from the Training Provider or Higher Education Institution).

In the event that necessary progress through the course is observed by the Coordinator to be delayed and or jeopardized for any reason, then a meeting shall be scheduled between the employee and the Coordinator to discuss an appropriate course of action. The P&C Executive Committee will be informed of the outcomes of this discussion and shall have authority to approve the required course of action.

The employee may jeopardize their ongoing employment at the service if they fail to meet the progress in study requirements or complete the course within the prescribed finishing period.

8.13 Employee Health Policy

The service expects that employees shall take a conscientious approach to managing their own health and in protecting the health and well being of children, colleagues and others engaged in the service's program and activities.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011 and Regulations 2011*

- *Duty of Care*
- *NQS Area: 4.1; 7.1.2, 7.1.3, 7.1.4, 7.1.5; 7.3.1, 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.3 – Educator Ratios, 4.1 – General Health and Safety, 4.2 – Infectious Diseases, 4.4 – Preventative Health and Wellbeing, 8.10 – Employee Orientation and Induction, 8.16 – Employee Immunisation, 8.17 – Fit For Work Policy*



Procedures

Employees shall not attend to work under the influence of any drug or alcohol which may impact on their individual capacity to perform duties as expected of them in their position.

Employees who are unwell should not attend to work and should notify their supervisor at their earliest convenience that they are unfit for work. (Medical certificates may be required.)

Employees may be requested to undertake a health check or medical to verify that they are fit for work as expected of them in their role. This process will be non-discriminatory and implemented without bias or prejudice.

Employees who become unwell whilst on the job shall report immediately to their supervisor and may be relieved from duties.

Employees who have been diagnosed with or suspect that their illness is due to infectious disease shall follow the guidelines as specified by the service in regards to exclusion periods.

Employees should maintain current immunisation status and may be required to provide the employer with a medical report detailing such status.

8.14 Employee Online Social Networking Policy

The service acknowledges that employees may access online social networking sites such as Facebook, twitter, msn and various chat rooms to interact with friends, family and colleagues. This policy aims to establish guidelines on the access and outside work usage of online social networking, with the aim of preventing misrepresentations of the Service and/or its stakeholders.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011 and Regulations*
- *Privacy Act 1988 and Regulations 201*
- *Duty of Care*
- *NQS Area: 4.3.1; 7.2.3, 7.3.2.*
- *Policies: 2.8 – Anti-bullying, 8.1 – Role and Expectations of Educators, 8.7 – Workplace Harassment and Bullying, 8.9 – Employee Code of Conduct.*



Procedures

Definition

'Social Networking Media': refers to any online tools or functions that allow people to communicate via the internet. This includes, but is not limited to, applications such as:

- Social networking sites: Facebook and LinkedIn;
- Video and photo sharing websites: YouTube, Flickr;
- Blogging and micro blogging sites: Twitter and Bebo;
- All forums and discussion boards;
- Wiki's: Wikipedia;
- E-learning portals (i.e. www.mytimeourplace.com.au).

Responsibilities

Good judgement and common sense must be used to ensure the reputation of the service, its employees and stakeholders are not harmed during the use of social networking media. Once something is placed online, it spreads quickly and cannot be retracted.

While the Service does not wish to control personal private information released outside of work hours, any image, comment or status distributed by an employee that damages the reputation of the Service, its employees and other stakeholders, will be treated as a serious breach of this policy and may result in disciplinary action.

When using social networking media, the following guidelines must be adhered to at all times:

- Children currently enrolled in the service, or in attendance at the school, should not be included as 'friends' on social networking sites; This rule extends to children previously enrolled in the service until the children finish high school or turn 18. This rule does not apply to relatives of the staff member.
- Offensive comments are not to be made about fellow employees online. This will be viewed as cyber bullying. Even if comments are not made directly, they may still be viewed indirectly by multiple people;
- The service name shall not be mentioned in online posts and statuses. This is the best way to ensure that the service's reputation is safeguarded. If it is necessary for an employee to speak about their place of employment online, they are to refer to 'work' and not to the service name;
- Work-related problems, tasks and ventures should not be discussed online. Confidentiality must be maintained at all times;
- Be clear that your personal views are yours, and not necessarily the views of the service management and/or stakeholders;
- Photos of employees in work uniform are not to be placed online;
- If anything is posted online by others which may harm the reputation of the service, its employees or stakeholders, and you have the capacity to delete such information, the Approved Provider asks that you do so immediately.
- When possible, the Social Networking page should be made 'Private' to avoid being viewed by children and families, and other various stakeholders.

If something potentially dangerous to the image or people of the service is found online, bring this to the attention of the Coordinator. This should be done immediately and the information should not be shared with others.

8.15 Children of Employees Policy

The Service strives to provide a supportive environment for all families and children using the service. This is extended to children of employees who attend the service however, the service also acknowledges the complexities that may arise when children of employees are participating in the service's program and activities. This policy strives to articulate a model for best practice when employees are providing direct care to their own children in the course of their employment within the service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 1.1.5; 4.2.1; 5; 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.6 - Behaviour Support and Management, 2.7 - Exclusion for Behavioural Reasons, 8.1 - Role and Expectations of Educators, 8.3 - Recruitment and Employment of Educators, 8.10 – Employee Orientation and Induction.*



Procedures

Children of McDowall OSHC employees and teachers of McDowall SS shall be permitted to be enrolled in and attend the service using the priority of access guidelines as defined in this policy and procedure document.

Children of McDowall OSHC employees and teachers of McDowall SS must be eligible to attend a school age care program as described by relevant legislative instruments, namely the *Education and Care Services National Law 2010 and Regulations 2011*.

Employees shall be expected to professionally carry out all duties while they are employed in the service regardless of the attendance of their own children.

Children of employees shall be provided with consistent care, consideration and involvement in the service as any other child participating in the program. The behaviour of children of employees shall be managed as it would any other child participating in the program.

For services located on a school site, if the child has been excluded from the school, the Coordinator will:

- Contact the school to confirm exclusion;
- Contact the P&C Executive Committee to advise that the child's exclusion will carry through to McDowall OSHC;
- Contact the employee to confirm exclusion from the service.

Children of permanent McDowall OSHC employees or teachers at McDowall SS are entitled to a 25% fee discount.

8.16 Employee Immunisation Policy

The Service acknowledges their obligation as an employer under the Work Health and Safety Act 2011, in ensuring the workplace health and safety of employees and others. This extends to limiting exposure to health and safety risks that may arise from the incidence of vaccine-preventable diseases in the workplace. Vaccination

of employees and volunteers is not a mandatory requirement under relevant legislation, however is considered by this service as a best practice approach to prevention of vaccine-preventable diseases outbreak.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011*
- *Duty of Care*
- *NQS Area: 2.1.1, 2.1.4; 4.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 4.2 – Infectious Diseases, 4.4 – Preventative Health and Wellbeing, 4.14 – Infectious Diseases Response Strategy, 8.10 – Employee Orientation and Induction, 8.13 – Employee Health.*



Procedures

All employees and volunteers working with children in the service should be up to date with all the vaccinations that are recommended for adults.

All employees and volunteers working with children in the service should consider additional/special vaccinations, recommended due to an increased risk of exposure in the workplace.

Information sheets from Queensland Health and Workplace Health and Safety Qld provide further guidance regarding recommended immunisations for adults, including but not limited to:

- Hepatitis A;
- Measles, Mumps and Rubella (MMR);
- Varicella (Chickenpox);
- Pertussis (Whooping Cough);
- Hepatitis B - (May be recommended in specific circumstances, such as when providing child care to populations who have a higher prevalence of Hepatitis B).

Employees/volunteers will be required to complete an employee immunisation record (see Appendix D) as part of the service employment process.

Each record shall be maintained confidentially in the employee/volunteer's file.

Any expenses associated with completing the immunisation record such as blood tests and medical fees shall be incurred solely by the employee/volunteer.

Any employee or volunteer conscientiously objecting to Vaccination shall articulate their position in writing, accepting responsibility for their own individual choice to do so. This document will be maintained confidentially in the employee/volunteer's file.

Conscientious objectors may be required to seek further advice from a medical authority to support them to clearly understand such position. In such cases additional procedures will be relevant to those

employees/volunteers should an outbreak of any vaccine-preventable disease occur in the workplace, this will include, but not be limited to:

- Exclusion from the workplace; and/or;
- Restrictions as advised by the relevant health authority.

Such exclusion would be without pay if that person is a paid employee of the service.

Please note:

The service is encouraged to access the information sheets available for child care from: <http://www.deir.qld.gov.au/workplace/business/childcare/index.htm>

These may be provided to educators for further information and should be sourced and dated in the policy when accessed.

The Australian Immunisation Handbook is available from <http://www.immunise.health.gov.au/>

<http://www.health.qld.gov.au/immunisation/consumers/babies.asp#centres> accessed 08/08/11.

8.17 Fit for Work Policy

The Service believes that the safety of employees at work and any persons involved within the service (including children) is of paramount importance. In order to ensure the health and safety of all individuals associated with its operations, the service will take all reasonable steps to ensure that employees are in a fit and competent state to work safely.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011*
- *Duty of Care*
- *NQS Area: 4.3.1; 7.2.3, 7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.4.2, 7.5.1*
- *Policies: 4.4 – Preventative Health and Wellbeing, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.10 – Employee Orientation and Induction, 8.13 – Employee Health, 10.8 – Information Handling (Privacy and Confidentiality).*



Procedures

****PLEASE NOTE**** Some content of this policy has been adapted from the Australian Children's Services Employers Association (ACSEA) as best practice.

Interpretation

'Fit for Work': an employee is fit for work if they have a blood alcohol level of 0.00 and test negative for drug use.

An employee is 'fit for work' if physically able to carry out their duties, as per their job description.

'On duty': An employee is on duty at any time they are undertaking the duties and responsibilities associated with their contract of employment.

Responsibilities

The Approved Provider/ McDowall OSHC Coordinator will:

- Be responsible for assessing the fitness for work of employees under their control, while they are on duty;
- A medical certificate may be required stating that a staff member is fit to continue work.
- Immediately stand down any employee suspected to be under the influence of alcohol or other drugs;
- Immediately stand down any employee that is not physically fit and capable of performing their duties.

Any such employees must not return to work until they are able to demonstrate that they are fit to work.

Each employee is responsible for:

- Ensuring that they are not in an unfit state for any reason, including physical limitations and/or the adverse effects of alcohol or other drugs;
- Notifying the Coordinator of any concerns that their fitness for work may be impaired;
- Ensuring that any prescription or non-prescription medication is taken safely and in accordance with the requirements as listed further in this policy;
- Notifying the Coordinator, or other responsible person, of any situation in which this policy has been breached, including;
 - Any situation in which other individuals are believed to be unfit for work;
 - The unauthorised possession or consumption of alcohol or other drugs on site or during work;
 - Any other apparent breach of this policy.

All such information will be dealt with in strictest confidence.

Employees should also be aware that rights to workers compensation or a common law claim may be affected if they are involved in a work-related accident while under the influence of alcohol or drugs.

Alcohol

An employee must not be under the influence of or be affected by alcohol while on duty. This means that all employees are expected to have a 0.00 blood alcohol content at all times they are required to undertake the duties and responsibilities associated with their contract of employment.

If any employee becomes aware of behaviours from which they might draw the conclusion that another employee is intoxicated, the Coordinator or Approved Provider **MUST** be contacted immediately. Such behaviours may include, but not be limited to:

- Slurred or impaired speech;
- Possibly aggressive in manner;
- Staggered, jerky movements, could seem uncoordinated;
- Heavy eyes and/or flushed face;
- Dull, tired appearance

If the above concerns are raised regarding an employee, the Approved Provider may request a blood alcohol test, at the management expense. If the employee's blood alcohol content is higher than 0.00 they will be considered unfit for work immediately. For the employee to return to work, the Approved Provider/Coordinator

must be satisfied that they are fit for work and that they have a blood alcohol content of 0.00. Proof of which may include the undergoing of another blood alcohol test, at the employees expense.

An employee is prohibited from operating any machinery or equipment, including any motor vehicle, if they are under the influence of alcohol.

Alcohol must not be consumed anywhere within the grounds of the Service, during work time. There may be occasions when alcohol may be consumed as part of a work function, or other recognised work event. Where the consumption of alcohol has been properly approved, employees must continue to act in a sensible and responsible manner and with due care for their own and other people's safety and well-being. Failure to act in a sensible and responsible manner or to follow any directions with regards to the consumption of alcohol may result in disciplinary action as listed further in this policy.

The unauthorised possession or consumption of alcohol at the workplace will result in disciplinary action as listed further in this policy.

Drugs

Employees must not consume or be under the influence of any unlawful drug anywhere on the Service premises or grounds or while on duty.

If any employee becomes aware of behaviours from which they might draw the conclusion that another employee is under the influence of drugs, the Coordinator or Approved Provider **MUST** be contacted immediately.

If concerns of this nature are raised regarding an employee, the Approved Provider may request a drug test, at the management expense. This means that employees are expected to return a negative urine test for the following substances:

- Amphetamines;
- Cannabinoids/THC/Marijuana;
- Opiates/Barbituates;
- Benzodiazapimes;
- Cocaine/Methadone;
- LSD.

If an employee tests positive for any other substance, the Approved Provider may obtain relevant expert advice to determine whether the employee will be considered fit for work.

If an employee tests positive for drugs they will be considered unfit for work immediately. For the employee to return to work, the approved Provider must be satisfied that they are fit for work. Proof of which may include the undergoing of another urine drug test, at the employee's expense.

An employee must not cultivate, sell or have in their possession or control any unlawful drug or drug taking implement anywhere on the Outside School Hours Care premises or grounds or while on duty.

The use, possession, cultivation, manufacture and distribution of an unlawful drug is illegal. If the Approved Provider becomes aware that you have, or have had, in your possession or control, or are cultivating or supplying unlawful drugs or drug taking implements, whether for profit or otherwise on Outside School Hours Care premises or grounds or while on duty, they will notify the police and actively assist them in their enquiries.

Any drugs prescribed by a medical practitioner must be used in accordance with medical advice. Any non-prescription drugs must be used in accordance with manufacturers' recommendations. If an employee is taking prescription or non-prescription drugs, which could cause drowsiness or otherwise affect their fitness for work, they must advise the Coordinator so that their ability to work safely can be monitored. If necessary, a medical opinion may be obtained.

The unauthorized possession or consumption of drugs at the workplace will result in disciplinary action and may result in termination of employment.

Alcohol and Drug Testing Requirements

Testing may be carried out where:

- An employee is involved in an incident or accident;
- An employee displays:
 - unsafe behavior; or
 - causes injury to any other person; or
 - commits an act of negligence or carelessness; or
 - shows disregard for safety.
- There is reason to believe that an employee is affected by alcohol or drugs;
- An employee who previously tested positive is being monitored to ensure safe practice; or
- Evidence of alcohol or drug use at the workplace is discovered and the employee or employees concerned can be identified with reasonable certainty.

An employee who does not co-operate fully with the administration of an alcohol or drug test without a legitimate reason will not be able to return to work until they have co-operated and provided a breath and/or urine sample for analysis.

Employees who refuse will be required to take unpaid leave until they co-operate. Refusal to co-operate may result in disciplinary action.

Interference with testing – the actual or attempted adulteration, substitution or other interference by a person with a test sample or result, will result in disciplinary action which may include termination of employment.

Disciplinary Procedures

The Approved Provider may take the following disciplinary action where an employee is found to be under the influence of alcohol or other drug;

- Immediate termination;
- Final warning; or
- Warning.

The appropriate disciplinary action will depend on the individual circumstances of each matter. In making any decisions, the Approved Provider will take into account factors including, but not limited to:

- The seriousness of the employee's behavior;
- The risk posed to the safety of employees and others; and
- Any previous breaches of this policy.

An employee who receives a warning will be counseled by the Approved Provider regarding:

- The 'Fit for Work Policy' and the obligations and responsibilities under it;
- The serious and unacceptable nature of the person's behavior;

- The risk posed for the safety of the employee and others;
- The employee's responsibility to demonstrate that the problem has been effectively addressed;
- The consequences for future breaches of this policy; and
- The reasons why the person has used alcohol or other drugs to the extent that they are in an unfit state.

The employee will be advised that they may be monitored for a period of time to ensure that the problem has been addressed and that during this period they may be subject to periodic alcohol and drug testing.

The employee will receive a written warning which will reflect the key points covered in this process. A copy of this will be placed on their personnel file.

Employees will not be paid for the period which they are unfit for work.

An employee who receives a final written warning will be counseled by the Approved Provider as set out above and will be required to demonstrate that the threat to work performance and/or safety has been effectively addressed before they are permitted to return to work.

The final written warning will have the effect that any further breaches of this policy may result in termination of their employment. A copy of the warning will be placed on their personnel file.

Fatigue

Work related fatigue may arise from situations requiring concentration for extended periods during work hours, working in extreme temperatures or working in high-risk situations.

Non-work-related fatigue is generally the result of poor quality or inadequate sleep which may be caused by a number of reasons, including sleep disruption, ill family members, distress, domestic responsibilities or a second job.

The Coordinator is responsible for ensuring roster cycles are monitored and reviewed to address the potential for fatigue, especially among employees engaged in split shifts and/or potentially hazardous activities.

The Coordinator is responsible for ensuring shift lengths are monitored to prevent excessive time working. Provision will be made on all shifts for appropriate rest breaks during and between shifts to ensure that employees have adequate opportunity for rest.

The Coordinator will take all practical steps to assess and manage the work environment to minimize the impact of fatigue.

The Service will provide appropriate information and education on the causes and management of fatigue and will arrange for all individuals to be made aware of their responsibility to prevent impairment of their fitness for work by fatigue.

Physical Ability

The Coordinator is responsible for ensuring that all employees are fit and able to perform their duties, when arriving for their shift.

To be considered physically capable of performing their duties, the employee must be able to move about freely, particularly in the case of emergency or risk of harm to others.

As per their job description, the employee MUST be able to interact with the children and actively contribute to the activities, experiences and routines of the Service. This may include, but not be limited to physical activities such as walking, running, standing, crouching and kneeling.

Confidentiality

Confidentiality is vital in promoting the effectiveness of this policy and all reasonable efforts, consistent with safety, legal requirements and common sense, must be made to maintain an individual's privacy.

Information relating to an employees' fitness for work must be transmitted, used and stored in a confidential manner in accordance with the Information Handling Policy (policy 10.8).

The disclosure of confidential information may be required to those persons who have a legitimate 'need to know'. Typically this will be only to those persons who have a responsibility for ensuring the employees' safety and performance. Disclosure will be limited to the information necessary to address the situation. The Approved Provider/ McDowall OSHC Coordinator will inform the employee as to:

- The reason or need for disclosure;
- To whom the disclosure will or has been made; and
- The extent of information that will or has been disclosed.

(ACSEA,2006)

<http://acsea.org/media/Documents/employment%20documents/fitness%20for%20work%20policy.pdf>

8.18 Employee Retention Policy

The service recognises the importance of retaining quality employees who demonstrate ongoing commitment to their work with children and families and use professional standards to guide their practice. The development and retention of quality employees ensures continuity and that the school age care program is responsive to the needs of children as individuals and in groups.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Relevant Industrial Awards*
- *NQS Area: 4.1; 4.2; 7.1.2, 7.1.3; 7.2.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.4 – Educator Professional Development and Learning, 8.8 – Employee Performance Monitoring, Review and Management, 8.10 – Employee Orientation and Induction, 8.12 – Employee Qualifications – Monitoring Progress.*



Procedures

The service will develop clear policies and procedures in relation to employee vacancies to ensure key values, skills and attributes are identified when advertising vacancies.

The service will ensure policies and procedures are developed and implemented in relation to employee orientation and induction with individual checklists completed to ensure all aspects of the employee's job role are discussed.

The service will develop clear policies and procedures in relation to employee performance reviews with identified strategies in place to manage ongoing learning and professional development.

The service will develop exit interview strategies to ascertain reasons for staff turnover with the intention to develop strategies to promote job satisfaction for existing employees.

The service will actively work towards supporting educators to develop professionally through:

- Encouraging attendance at workshops;
- Supporting networking opportunities;
- Supporting higher education and qualification attainment;
- Enabling 'on the job' development and learning through coaching, mentoring and effective leadership;
- Providing regular opportunities for team members to come together and share thoughts and ideas enabling critically reflective practice.

References and Resources

<https://www.davidsoninstitute.edu.au/learning-centre/business/articles/developing-a-staff-retention-strategy>

<http://www.dixonappointments.com.au/-500862/staff-retention>

8.19 Employee Counselling and Disciplinary Procedures Policy

The service acknowledges that, from time to time, employee behaviour and performance may fall below the expected standards as detailed in the specific job description and orientation/induction processes. The purpose of this policy is to establish an equitable and consistent approach to addressing unsatisfactory work performance and/or conduct by:

- Ensuring counselling takes place to reinforce the expected performance or conduct standards;
- Establishing a process under which warnings may be issued and discussed; and
- Providing for disciplinary action when performance or conduct does not improve.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Duty of Care*
- *Fair Work Act and Regulations 2009*
- *Privacy Act 1988 and Regulations 2013*
- *Prevention of Workplace Harassment Advisory Standard 2004*
- *Relevant Industrial Award or Agreement*
- *NQS Area: 4.2; 7.1.1, 7.1.2; 7.2.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.5 – Volunteers, 8.6 – Employee and Volunteer Grievance, 8.8 – Employee Performance, Review and Management, 8.9 – Employee Code of Conduct,*



Procedures

Definitions

'Counselling': the discussion and analysis of issues which affect an employee's conduct and/or work performance. Counselling is used to improve an employee's performance where their behaviour or performance doesn't meet required expectations.

'Unacceptable performance': is when the employee's performance remains unacceptable following a reasonable period of performance improvement.

'Misconduct': when an employee breaches their obligations under their contract of employment. Examples of misconduct may include but are not limited to:

- Breaches of policies, codes of conduct and other reasonable instructions;
- Unauthorised absence from work;

'Serious Misconduct': when an employee breaches their obligations under their contract of employment to an extent that it is reasonable to discontinue their employment. Examples of serious misconduct may include but are not limited to:

- Dishonesty and fraud;
- Bullying, fighting or abusive behaviour;
- Sexual harassment;
- Drunkenness and drug use;
- Acting in an unsafe manner;
- Misusing confidential information;
- Damage or misuse of service equipment and resources;
- Breach of any act or legislation relating to their employment.

'Disciplinary action': action taken by the organisation to deal with any actual, alleged or perceived breach of legislation, policies, codes or other standards of work performance and/or conduct.

Service responsibilities

The service acknowledges that the principle objective of counselling employees is to draw allegedly inappropriate behaviour and/or unacceptable performance to the attention of an employee and, where proven, explain to the employee the potential and/or actual consequences of that performance and/or behaviour and assist them in achieving and maintaining behaviour and performance that is consistent with the services policies, procedures and practices.

The Service has developed disciplinary procedures designed to address employee conduct that impedes the operation of the service whilst ensuring all parties receive procedural fairness and due process in a timely and

effective manner. Service management reserve the right to amend procedures depending on the facts of each situation and the nature of the offense.

The service will treat all allegations of unacceptable performance and/or misconduct as serious and take prompt action to address identified issues, irrespective of whether they be minor or more serious. If action (as per the counselling and disciplinary procedures) cannot be taken immediately, the employee concerned should be advised as soon as possible of when and where that follow-up action will take place.

In consultation with management, the service coordinator may conduct a workplace investigation in cases of allegations of serious misconduct. The employee who has been accused of the allegation will be informed of the matter verbally, and in writing, and will be advised that they may be stood down on full pay until the workplace investigation has been completed. The workplace investigation will include the gathering of relevant information, written statements, interviews, documents and records. Other employees may be required to be interviewed as part of the investigation. Further disciplinary action will depend on the results of the investigation.

All persons involved in any way with the counselling and disciplinary processes must retain confidentiality at all times. The employee may choose to discuss the matter with a nominated support person and may elect to bring them along to any interview or counselling session conducted under the formal components of the process.

The service counselling and disciplinary procedures will have three distinct, but not necessarily sequential components:

- Informal counselling (face-to-face feedback);
- Formal counselling; and
- Disciplinary procedures (including warnings).

The decision as to which of the three components initially apply will be based on the seriousness of the employee's behaviour and/or performance and will depend on the facts and circumstances as identified by, or conveyed to, the service coordinator.

Where the service coordinator has not identified the behaviour and/or performance issue first hand, sufficient facts must be gathered to determine the seriousness of the behaviour and the appropriate action. Direct observations may be undertaken by the service coordinator to determine validity of allegations. Immediate action must be taken if there are serious concerns about an employee's conduct. As part of the process of establishing the facts, the service coordinator may:

- Assess relevant documentation;
- Interview person/s who may (or should) have knowledge of the employee's behaviour; and
- Document what has occurred.

Informal counselling

Informal counselling and/or face-to-face feedback will normally occur when, in the coordinator's opinion, the employee's behaviour is such that formal disciplinary action is not appropriate. Where it is established during the informal discussion that the behaviour expectations have not been met, feedback given must be constructive and delivered to encourage the employee to achieve and maintain expected behaviour/performance standards.

If the discussion confirms that misconduct has occurred, the employee should be:

- Advised of how the behaviour and/or performance is inconsistent with the service expectations and their employment contractual obligations;
- Provided with an opportunity to respond to the concern and to raise any other matter that they consider relevant; and

- Engaged in jointly identifying a plan of action to improve performance standards or outline the appropriate conduct expected.

After the informal counselling session the service coordinator will keep a diary note of the discussion and where appropriate, plan a subsequent discussion with the employee to review the behaviour or performance.

Formal counselling

Formal counselling will normally occur when:

- The employee has previously been counselled informally but behaviour has not improved to the expected standard (unacceptable performance);
- The employee's misconduct is such that, in the opinion of the service coordinator, formal counselling is appropriate.

The formal counselling session will take place as soon as possible after the behaviour and/or performance issue is identified with the employee being advised in writing of:

- When and where the interview will take place;
- The matter/s that will be discussed (i.e. specific details of the alleged unacceptable performance/misconduct);
- Their opportunity to respond; and
- The opportunity for them to bring a support person/observer to the interview.

At the meeting, the coordinator and employee will review and discuss the allegations and their responses to these allegations as well as any additional incidents, information and prior relevant corrective action plans.

At the conclusion of the formal counselling session the coordinator will complete an Employee Counselling Report, to be signed and dated by the employee as a true and correct record of discussions, agreed actions and timeframes. A record of the meeting will be provided to the employee by way of a letter confirming:

- The issue of concern;
- Any assistance/support to be provided (if relevant);
- Date and time for subsequent meeting; and
- Disciplinary action taken with the possibility of further action should the required expectations for behaviour and/or performance not be achieved.

Disciplinary action

Disciplinary action may be taken where the alleged misconduct and/or unacceptable performance continues, or is of a serious nature. Disciplinary action may include written warnings and/or termination of employment.

Written warnings

The purpose of a written warning is to emphasis to the employee that their misconduct or performance is unacceptable and to make clear that further disciplinary action may be taken. A written warning may be given to an employee when:

- The employee has previously been through the formal counselling process and has not met the required standards or expectations; or
- The employee's performance or misconduct is of a serious nature and requires immediate action.

Written warnings must also detail the support and/or training to be provided to the employee as well as the expected timeframes for review of the identified issue/s.

Show cause meeting

The purpose of this meeting is to ask the employee to show cause as to why their employment should not be terminated. Depending on the circumstances, the employee may be stood down on full pay until a meeting is

scheduled. Employees will be required to respond, in writing and prior to the scheduled meeting, addressing the allegations and their reasons why employment should not be terminated.

Requests for an employee to attend a show cause meeting shall be made in writing outlining:

- When and where the meeting will take place;
- Who else will be involved in the meeting (i.e. Management representative)
- The specific issue that will be discussed (i.e. alleged unacceptable performance/misconduct);
- Their opportunity to respond; and
- The opportunity for them to bring a support person/observer to the meeting.

At the meeting the management representative, coordinator and employee will review and discuss the allegations and their responses to these allegations as well as any additional incidents, information and prior relevant corrective action plans. A decision surrounding the employee's continued employment will be made at this meeting.

Employees terminated as a result of misconduct or unacceptable performance will be given notice as per their Industrial Award and will receive any outstanding leave and/or TOIL entitlements (if applicable). Terminated employees will be issued with a Statement of Service.

Management reserve the right to seek independent Industrial Relations advice to assist in this process.

Instant dismissal

Serious misconduct, (as identified at the beginning of this policy) will not be tolerated and may result in the instant termination of employment.

Management responsibilities

The (*insert name of Approved Provider*) is responsible for ensuring that the service adheres to the disciplinary process and that reasonable support is provided to ensure the process is fair and that the employee has every reasonable opportunity to change the unsatisfactory pattern of their behaviour.

At each stage of the disciplinary process, management may obtain advice, particularly in the preparation of written warnings and/or termination. This process shall be implemented within the context of the appropriate industrial awards and in accordance with relevant State and/or Commonwealth legislation.

References

author unknown. (2009, November). *Employee Counselling and Discipline Policy and Procedures - Section 6*. Retrieved from Communication Workers Union:
<http://www.cwu.org.au/postal/wmou104.pdf>

Community Management Solutions. (2013). Workplace Bullying and Harrassment Toolkit guide. *Discipline and Procedures Policy*. Queensland, Australia.

University of South Australia. (2011, August). *Disciplinary Procedure* . Retrieved from University of South Australia:
http://w3.unisa.edu.au/hrm/procedures/disciplinary_procedure.pdf

8.20 Workplace Sexual Harassment Policy

The (*insert name of approved provider*) is committed to ensuring the working environment is free from sexual harassment where all employees are treated with dignity, courtesy and respect. This includes any work-related activities such as conferences, work functions and/or excursions.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Sexual Discrimination Act 1984*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Anti-Discrimination Act 1991 (QLD)*
- *Fair Work Act and Regulations 2009*
- *NQS Area: 4.1; 4.2; 7.1.2, 7.1.3; 7.2.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.6 – Employee Volunteer and Grievance 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction, 8.19 – Employee Counselling and Disciplinary Procedures, 10.8 – Information Handling (Privacy and Confidentiality)*



Procedures

Definition

'Sexual Harassment' is any unwanted, unwelcome or uninvited behaviour of a sexual nature which makes a person feel humiliated, intimidated or offended.

Sexual harassment in the workplace can take many different forms and may include:

- Staring, leering or unwelcome touching;
- Suggestive comments or jokes;
- Unwanted invitations or requests for sex;
- Intrusive questions about a person's private life or body;
- Insults or taunts based on sex;
- Sexually offensive communications (phone, email, SMS or other social media).

Sexual harassment is not behaviour which is based on mutual attraction, friendship and respect. If the interaction is consensual, welcome and reciprocated it is not sexual harassment.

Sexual harassment doesn't have to be repeated or continuous to be against the law with some types of sexual harassment being offences under criminal law. These include:

- Physical molestation or assault;

- Indecent exposure;
- Stalking;
- Obscene communications (telephone calls, letters, etc.).

The service has a legal responsibility to prevent sexual harassment in the workplace, therefore the coordinator and other members of management have a particular obligation to:

- Model appropriate behaviour;
- Promote this policy;
- Treat all complaints seriously and attend to them promptly;
- Monitor the work environment; and
- Seek expert help for complex or serious matters.

The service will take disciplinary action against any employee found to have breached this policy, which may include:

- An official warning and note on the employee's file;
- A formal apology;
- Counselling;
- Demotion; or
- Dismissal for serious misconduct.

Complaints of sexual harassment will be dealt with as per the Employee and Volunteer Grievance Policy and will be dealt with as per the Employee Counselling and Disciplinary Procedures Policy.

References

Australian Human Rights Commission. (n.d.). Information for Employers. Retrieved from Sex Discrimination and Sexual Harassment: www.humanrights.gov.au/commission-website-information-employers
Australian Human Rights Commission. (n.d.). Information for Employers. Retrieved from Writing an Effective Sexual Harassment Policy: www.humanrights.gov.au/commission-website-information-employers-0
Community Management Solutions. (2013). Workplace Bullying and Harassment Toolkit. Discrimination and Sexual Harassment Policy.

8.21 Educator Uniform and Personal Presentation Policy

The Approved Provider requires that educators and other staff, engaged to work with children in McDowall OSHC, present themselves and wear a standard of dress appropriate to the circumstances and environment in

which they will be working. In administering this policy, consideration will be given to any work, health and safety requirements as well as the need to ensure that clothing worn by educators is neither offensive nor hazardous.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Work Health and Safety Act 2011 and Regulations 2011*
- *Relevant Industrial Agreement*
- *NQS Area: 4.2.1; 7.1.2, 7.3.5.*
- *Policies: 8.1 - Role and Expectations of Educators, 8.3 - Recruitment and Employment of Educators, 8.5 – Volunteers, 8.6 – Employee and Volunteer Grievance, 8.9 – Code of Conduct, 8.10 - Employee Orientation and Induction*



Procedures

A high standard of personal presentation is required from all educators and other staff at all times whilst on duty at the service. Educators are required to maintain a high level of personal hygiene and all clothing should be clean, pressed and in good condition.

Failure to follow the coordinator's direction and/or blatant violation or repeated violations of this policy may result in disciplinary action.

Dress Code

Educator's dress and appearance should be professional and conducive to active participation with children. Clothing worn to comply with cultural or religious standards is allowable as long as it does not pose a foreseeable risk to health and safety at work.

Upon employment, educators and other staff will be issued with a service uniform shirt which must be kept laundered and in good condition. Educators will receive a weekly laundry allowance, as per the relevant industrial award

All educators and other staff will be required to wear the service uniform shirt while on duty at the service. The service uniform shirt can be worn prior to, and after their designated shift however, whilst in the public view, the educator will be required to conduct themselves in a manner that will not be detrimental to the reputation of the service.

Educators will not be permitted to wear clothing that is:

- Tight or revealing (i.e. midriff tops, clothing that reveals undergarments, shirts with spaghetti straps, lowcut tops); or
- Displaying inappropriate images or words; or
- Damaged, including clothing that is ripped or torn.

Educators will be required to supply their own shorts or pants with consideration given to the appropriateness of such clothing when actively working with the children. Shorts and/or pants are required to be plain black or navy blue and no shorter than mid-thigh length with consideration given to ensuring that no part of their buttocks is exposed.

Where educators are required to attend special events, conferences, courses or seminars the service uniform requirements still apply unless specifically directed by the coordinator or approved provider.

Educators will be provided with a service name badge and/or identification card which must be worn whilst on duty at the service. Name badges and/or identification cards must be kept clean and should be worn so that they are clearly visible.

In some circumstances it may not be practicable for educators or other staff to wear the service uniform such as during pregnancy or for religious requirements. In such cases, educators and other staff should comply with the general presentation requirements and seek approval from the coordinator or approved provider.

If the coordinator determines that the educator's dress or appearance does not comply with this policy, a determination will be made as to whether the educator is allowed to remain at work or must leave work to change his/her dress. In any circumstance that an educator is requested to return home and change the coordinator will ensure that the educator/child ratios of the service are maintained.

Educators who leave the employ of the service will be required to return all service uniform shirts in a clean and laundered state. Old or unwanted uniform items should not be given to charities, other people or organisations but should be returned to the coordinator for disposal.

Personal Protection Clothing

The service will ensure that uniform shirts supplied comply with recommended SunSmart guidelines and include a collar and mid-length sleeve.

In order to comply with the Sunsmart Policy of the service, educators and other staff will be required to wear a broad-brimmed hat when outdoors. Educators will be supplied with an McDowall OSHC hat, however if it does not fit, educators will be responsible for supplying their own broad-brimmed hat and ensuring it is at the service when required.

Educators will be required to wear enclosed and protective footwear at all times. The standard requirement will be a sandshoe or jogger however, consideration may be given to other types of footwear provided that it encloses the foot and is not a strap-on type of footwear. All footwear must meet the work, health and safety requirements of the service and be conducive to active participation with the children.

Personal Safety

Educators or other staff with long hair are required to secure their hair and tie it back when working with the children and/or handling and preparing food.

Work, health and safety requirements must be considered when determining if excessive jewellery, jewellery, body piercings and/or other accessories worn by educators are appropriate when working with children. Educators will be encouraged to:

- Wear small sleeper or stud type earrings; and
- Minimise the wearing of large or protruding rings; and
- Minimise the wearing of long, dangly necklaces; and
- Minimise the amount of jewellery worn when working with the children.

To ensure their safety and that of the children and colleagues, educators are requested to maintain their fingernails at a safe and workable length and to minimise any nail decorations and/or embellishments.

Personal Appearance

Educators are expected to maintain a high standard of personal care, ensuring that their:

- Hair is clean and tidy;
- Personal hygiene includes deodorant and/or antiperspirant;
- Choice of clothing is laundered and kept in good repair.

The service acknowledges the educator's' right to individual cultural and creative expression through piercings (facial, tongue or body) and/or tattoos however, there is an expectation for educators to ensure that:

- All piercings comply with the service's work, health and safety requirements; and
- Tattoos visible to children and families are non-offensive.

References

Tablelands Regional Council. (2014, December). *Staff Uniform and Presentation Policy*. Retrieved from Tablelands Regional Council:
<http://www.trc.qld.gov.au/sites/default/files/Staff%20Uniform%20and%20Presentation%20Policy.pdf>
University of Wollongong. (2014, February). *Educator Dress code Policy*. Retrieved from UniCentre - University of Wollongong:
<http://unicentre.uow.edu.au/content/groups/public/@web/@unic/@mrkt/documents/doc/uow146232.pdf>

8.22 Discipline Procedures Policy

1. Policy Statement

All employees are required to adhere to the Parents and Citizens' Association's (the P&C Association) policies and procedures. The policies and procedures reflect the behaviour expected and are designed to encourage integrity and professionalism.

The ***Discipline Procedures Policy*** is a policy for which all employees are expected to observe in the course of their employment with the P&C Association.

This policy does not form part of the employee's employment contract and can be changed from time to time at the discretion of McDowall State School P&C Association.

2. Sources

- [Parents and Citizens Associations Award – State 2016](#)
- Staff Handbook - OSHC
- [Industrials Relations Act 2016](#)
- [Industrial Relations Regulation 2018](#)
- McDowall State School P&C Association Grievance Policy

3. Application of this policy

This policy applies to all employees of the P&C Association. The policy shall be implemented in accordance with appropriate industrial relations legislation and the relevant Award.

The purpose of the Discipline Procedures Policy is designed to provide a structured corrective action process to improve and prevent a recurrence of undesirable behaviour and/or performance issues. It has been designed with our organisation's values, best practices and current employment laws.

4. Scope

The following are guidelines and steps of the P&C Association's Discipline Procedures Policy. The P&C Association reserves the right to alter the procedure, depending upon facts of each situation and the nature of the offence. The level of disciplinary action may also vary. Some of the factors that will be considered will depend upon whether the offence is repeated despite counselling and/or training, the employee's work record and the severity/severity impact of the conduct and performance issues may have on the organisation or other individuals involved.

The P&C Association also reserves the right to contact independent Industrial Relations advisors or Lawyers to handle any disciplinary action they may see necessary.

5. Underlying Principles

- A discipline process is instigated to address conduct (attitude and behaviour) which impedes the operation of the service operating under the P&C Association;
- Disciplinary matters are managed confidentially, and respectfully of the persons involved;
- Disciplinary matters are addressed in a timely and effective manner where possible;
- All parties in a disciplinary process are entitled to procedural fairness and the final decision on any action to be taken will be in the best interests of the P&C Association; and

- An employee facing a disciplinary process is entitled to due process and will have an opportunity to formally respond and accompanied by a friend if they choose.

6. Procedure for Serious Misconduct

If there are serious concerns about an employee's conduct, which may include serious breach of organisation policy, neglect of performance and duty or other serious misconduct, the following procedures may be followed in accordance with the current requirements of the industrial relations legislation, and/or the provisions of the relevant Award.

Under industrial relations legislation, this procedure does not affect the right of the employer to dismiss summarily any employee for incompetence, theft, fraud, misrepresentation, neglect of duty and other serious misconduct.

7. Definition of Serious Misconduct

- Dishonesty and fraud;
- Failure to disclose information on a job application;
- Bullying, fighting or abusive behaviour;
- Sexual harassment;
- Drunkenness and drug use;
- Acting in an unsafe manner;
- Misusing confidential information;
- Misusing workplace email/internet (including pornographic material etc.);
- Breach of WH&S obligations;
- Misconduct outside the workplace;
- Refusing reasonable lawful instructions; and
- Breach of any Act or Legislation relating to the employee's employment.

8. Procedure for dealing with alleged Serious Misconduct

After an allegation of Serious Misconduct has been received, the P&C Association should be immediately advised of the allegation. The P&C Association and direct supervisor will then assess the alleged misconduct and the information that is available to evaluate what disciplinary process to take.

The initial assessment of the misconduct is conducted promptly where possible and may include:

- Assessing relevant documentation.
- Interviewing person/s who may have knowledge of the employee's alleged misconduct.
- Conducting a workplace investigation.

If the designated person determines that there is enough substance to the alleged misconduct, they may recommend to the P&C Association, the need to proceed with disciplinary action.

9. Procedure of Discipline Action

Counselling and Verbal Warning

The Direct Supervisor will schedule a meeting with an employee to bring attention to the existing performance, conduct or attendance issue. The Direct Supervisor will discuss with the employee the nature of the problem or violation of P&C Association policies, procedures or behaviour and attitude. The Direct Supervisor will clearly outline expectations and steps the employee must take to improve the performance or resolve the problem.

The employee will be required to demonstrate their corrective action or improve their performance, within a timeline as set down by the Direct Supervisor.

If the employee does not improve by this set date, further disciplinary action may be taken. The employer reserves the right to proceed to formal warning process/summarily dismissal dependent upon the circumstances.

Formal Written Warning

With any process involving the Management of disciplinary action, the P&C Association reserves the right to choose the appropriate process, depending on the seriousness of the matter.

If it is deemed necessary given the alleged misconduct, the Direct Supervisor will inform the P&C Association who will then initiate a formal warning process.

The employee will be informed in writing of the details and the nature of the misconduct or performance. The letter will outline the details of the alleged misconduct or performance and will also inform the employee that they will be required to reply in writing to the allegations by a set date. The letter will include a meeting date to be held between the employee, the Direct Supervisor and/or the P&C Association. The employee will be allowed to bring a support person to this meeting. This support person can be a friend, family member etc.

At the meeting, the Direct Supervisor and/or P&C Association will review and discuss the allegations and any additional incidents or information as well as any prior relevant corrective action plans with the employee and their responses to these allegations. The Direct Supervisor and/or P&C Association will outline the consequences to the employee of their continued failure to meet conduct expectations and/or performance.

A formal performance improvement plan, requiring the employee's immediate and sustained corrective action may be issued within seven (7) working days of the meeting, or later if the employee is notified of the intention to create an improvement plan. The employee will also be warned that continued performance or misconduct may be subject to additional disciplinary process up to and including termination if the employee attitude/conduct or performance does not improve.

The P&C Association reserves the right to bring an independent Industrial Relations advisor to assist in this meeting.

Show Cause – why you should not be terminated

The P&C Association may schedule a show cause meeting. The purpose of this meeting is to ask the employee to show cause why they should not be terminated.

The employee will be given a letter outlining the allegations of the specific issues. The employee may be stood down on full pay until a meeting is scheduled and the employee will be required to reply in writing to the allegations as to why they should not be terminated prior to attending the meeting. The employee will be given an opportunity to bring a support person along to this meeting.

All aspects of confidentiality will be strictly enforced during this process.

At the meeting, the P&C Association will review and discuss the allegations and any additional incidents or information as well as any prior relevant corrective action plans with the employee and their responses to these allegations.

A decision surrounding the employee's continued employment will be made at this meeting.

The P&C Association reserves the right to bring an independent Industrial Relations advisor or lawyer to assist in this meeting.

10. Termination Notice and Entitlements

Any employee that has been terminated for misconduct/performance (except for serious misconduct) will be given notice as per the Award and relevant industrial legislation.

Terminated employees will be paid out of any outstanding annual leave, loadings (if applicable), long service leave (if applicable), RDO (if applicable) or TOIL.

No written references will be issued to employees upon ceasing employment. A Statement of Service will be issued to the employee. A Centrelink Separation Certificate may also be issued at the employee's request.

11. Workplace Investigations

The P&C Association may conduct workplace investigations if an allegation of serious misconduct associated with Workplace Harassment/Bullying or Sexual Harassment, theft etc.

The employee who has been accused of the allegation will be informed of the matter verbally and in writing and will be advised if they are to be stood down on full pay until a full independent investigation has been completed.

The P&C Association may initiate an investigation into the allegations. This may be done by an Independent Investigator and will include gathering relevant information, written statements, interviews documents and records. Other Employees may be required to be interviewed as part of the investigation.

All employees that are involved in the investigation will be required to maintain their confidentiality. All information an employee provides to the independent investigators will also be kept confidential.

Workplace Investigation Findings

The investigators will produce a report once they have interviewed all relevant parties, including the employee accused of the allegation. The report will outline the investigator's findings.

The P&C Association will decide, based on the final report, what cause of action that they are prepared to initiate. This may be any of the actions outlined in this Disciplinary Procedures Policy.

12. Confidentiality

All persons associated with any procedures within this policy should maintain confidentiality and only discuss the matter with those who have responsibility for dealing with the matter. If it has been found that there is a breach of confidentiality, further additional disciplinary action will be taken, which may result in termination.

13. External Agencies

An employee can go to their appropriate union, legal representative or Industrial Relations Commission for assistance with their complaint. Such an organisation may advise the complainant to follow the organisation policy before they will assist the complainant.

14. Responsibilities

All employees are expected to conduct themselves in a manner which respects the rights and welfare of other members of the organisation its clients and both internal and external stakeholders and to show competence, care, good faith and compliance with instructions, policies and procedures in the performance of their duties.

The P&C Association is responsible to provide both a duty of care and procedural guidance to all parties in the organisation.

All employees will be made aware of the Discipline Procedures Policy and must abide by this policy, as updated or issued from time to time, and by any directions given to employees by the P&C Association in the course of their employment.

15. Policy Review

The ***Discipline Procedures Policy*** will be reviewed annually, and all employees will be trained and educated and will be required to sign an acknowledgement that they understand the policy. Should the need arise; the policies will be translated into appropriate languages.

The P&C Association is committed to providing an environment, which is safe for all employees.

All employees will receive an electronic copy which will be emailed to their preferred email address as specified in their employment documentation.

8.23 Overtime and Time Off In Lieu Policy

1. Policy Statement

All employees are required to adhere to the Parents and Citizens' Association's (the P&C Association) policies and procedures. The policies and procedures reflect the behaviour expected and are designed to encourage integrity and professionalism.

The **Overtime and Time Off in Lieu Policy** is a policy for which all employees are expected to observe in the course of their employment with the P&C Association.

This policy does not form part of the employee's employment contract and can be changed from time to time at the discretion of McDowall State School P&C Association.

2. Sources

- [Parents and Citizens Associations Award – State 2016](#)
- Staff Handbook - OSHC
- [Industrials Relations Act 2016](#)
- [Industrial Relations Regulation 2018](#)

3. Purpose of this policy

Unless specifically provided for in an Award, no employee shall have an automatic right to any time-in-lieu (TOIL) arrangements. From time to time employees may be required to work longer hours to accommodate a pressing work issue or attend meetings as requested. Time off in lieu (TOIL) or paid overtime may be offered as an option to employees who are required to work hours beyond their normal contractually agreed weekly hours. This arrangement is designed to ensure that an employee is not working excessive hours and to ensure a work/life balance. It is not expected that overtime or TOIL will be a standard or regular occurrence.

The purpose of this policy is to ensure that all employees:

- have an understanding of the use of TOIL arrangements in the organisation,
- are aware of the procedures for TOIL,
- are treated consistently and fairly, and
- are aware that TOIL will not under any circumstances be paid out or accrued without prior approval of the P&C Association.

4. Conditions of Overtime and TOIL

All employees who for whatever reason are required to work additional hours (overtime) other than those hours already prescribed in their Letter of Appointment will require prior approval from the P&C Association President prior to overtime being worked or TOIL being accrued or taken.

Should permission not be obtained from the employer then overtime will not be paid and TOIL will not be either accrued or taken, and the employee may become the subject of disciplinary action.

From time to time employees may be required to work longer hours to accommodate the operational requirements of the organisation such as, relieving other staff, emergencies or attending meetings or representing the organisation outside of their usual working hours etc.

TOIL **may** be offered as an option to employees who are required to work hours beyond their normal contractually agreed weekly hours. This arrangement is designed to ensure that an employee is not working excessive hours and to ensure work/life balance is maintained where possible.

It is not expected that over time will be a standard or regular occurrence for any employee within the Organisation.

It should be noted that:

1. TOIL can be accrued and taken only with the prior approval of the P&C Association. If individuals choose to stay late to complete work then that is their own choice and any such time will not constitute either TOIL or Overtime.
2. TOIL will be at a ratio of one hour worked to one hour time in lieu.
3. TOIL of more than five (5) days may not be accrued.
4. TOIL can only be accrued and taken in accordance with this policy.

5. TOIL leave must be taken at a time approved by the P&C Association Executive.
6. TOIL should be redeemed as soon as possible after it has been accrued, and time off in lieu must be taken within 4 weeks of being accrued.
7. TOIL credits will not form part of any eligible termination payment. The P&C Association President and P&C Association Treasurer may approve payment of TOIL credits at single time rates.

5. Administration Requirements

Should an employee be required to work overtime, and wish to accrue TOIL, or take TOIL leave they should seek prior approval from the P&C Association via written communication from the P&C Association President.

6. Policy Review

The **Overtime and Time Off in Lieu (TOIL) Policy** will be reviewed annually, and all employees will be trained and educated and will be required to sign an acknowledgement that they understand the policy. Should the need arise; the policies will be translated into appropriate languages.

The P&C Association is committed to providing an environment, which is safe for all employees.

All employees will receive an electronic copy which will be emailed to their preferred email address as specified in their employment documentation.

8.24 Rostered Day Off Policy

1. Policy Statement

All employees are required to adhere to the Parents and Citizens' Association's (the P&C Association) policies and procedures. The policies and procedures reflect the behaviour expected and are designed to encourage integrity and professionalism.

The **Rostered Day Off (RDO) Policy** is a policy for which all full-time employees are expected to observe in the course of their employment with the P&C Association.

This policy does not form part of the employee's employment contract and can be changed from time to time at the discretion of McDowall State School P&C Association.

2. Sources

- [Parents and Citizens Associations Award – State 2016](#)
- Staff Handbook - OSHC
- [Industrials Relations Act 2016](#)
- [Industrial Relations Regulation 2018](#)

3. Application of this policy

This policy applies to all employees of the P&C Association. The policy shall be implemented in accordance with appropriate industrial relations legislation and the relevant Award.

The purpose of this policy is to ensure that all employees:

- have an understanding of the use of RDO arrangements within the P&C Association,
- are treated consistently and fairly, and
- are aware that RDO's will not under any circumstances be paid out or accrued without prior approval of the P&C Association.

The P&C Association may elect to offer full-time employees working arrangements that provide for a 40 hour week to be worked, allowing one rostered day off (RDO) per month. The RDO system is provided in order to achieve a 38 hours average working week over a 4 week period, as an alternative to working 7.6 hours per day.

4. Mechanism

Employees will accumulate an entitlement to an RDO on a regular basis by working a sufficient number of hours on working days in the relevant period to accrue sufficient time to cover the RDO.

The employee will work an additional 24 minutes each working day over a 4 week period, resulting in the accumulation of 456 minutes (or 7.6 hours) over 19 working days.

This will mean that for three weeks, 40 hours per week (as per the below example) are worked and then in the 4th week, 32 hours only are worked, giving an average of 38 hours per week over the 4 week period.
For example:

Week	Time worked	Ordinary time paid	Time accrued towards RDO
1	5 days x 8 hours = 40 hours	38 hours	2 hours
2	5 days x 8 hours = 40 hours	38 hours	2 hours
3	5 days x 8 hours = 40 hours	38 hours	2 hours
4	4 x 8 hours = 32 hours	38 hours	1.6 hours
Total	152 hours in 19 days	152 hours over 20 days	7.6 hours – day off with ordinary pay

The obligation of the P&C Association is discharged by giving to the employee a paid RDO. Prior approval would be needed for any hours worked over and above the 8 hours per day, in accordance with the Overtime and Time Off In Lieu Policy (Prior approval to be given by the P&C Association Operations Manager and/or P&C Association President)

Unless specifically provided for in an award, no employee shall have an automatic right to work or accrue RDO hours or take an RDO.

5. Taking of RDO's

RDO's must be taken within 3 weeks as and when the 7.6 RDO hours have been accrued. The employee will nominate and advise the P&C Association Operations Manager or the P&C Association President of the day they wish to take their RDO in the proceeding 3 week period and at least **10 working days** before the suggested RDO date.

Approval by the P&C Association shall be subject to:

- The work of the employee will continue to be performed by relief staff in an efficient and effective manner;
- RDO arrangements reflect the operational requirements of the P&C Association;
- Arrangements are distributed equitably across employees workloads; and
- The appropriate standard of supervision is maintained.

If an employee presents as ill (which is evidenced by a medical certificate) on the scheduled day of the RDO they may change the date of their RDO.

6. Conditions of RDO's

- The working of additional RDO hours will not result in overtime being worked or the employee working after 7pm.
- The accruing of RDO hours does not affect the accrual of annual leave or other leave entitlements.

- RDO's cannot be taken in advance or paid out in lieu of taking their RDO, except upon termination. For the purpose of an RDO being paid out upon termination one RDO is equivalent to 7.6 hours.
- RDO's must be taken within 3 weeks following the RDO cycle (i.e. 4 week period) and RDO days cannot be accrued.
- All employees must record their RDO's in the Online human resource management software held and maintained by the payroll administrator.

7. Commencement

This RDO Policy and the accruing and taking of RDO's will commence on Monday the 18th April 2016.

8. Policy Review

The **Rostered Day Off (RDO) Policy** will be reviewed annually, and all employees will be trained and educated and will be required to sign an acknowledgement that they understand the policy. Should the need arise; the policies will be translated into appropriate languages.

The P&C Association is committed to providing an environment, which is safe for all employees.

All employees will receive an electronic copy which will be emailed to their preferred email address as specified in their employment documentation.

Policy Group 9: Family and Community

9.1 Access Policy

This Service is available to all school age children and is primarily for those whose parents work or study. The program is designed to include children from various backgrounds eg cultural, religious, gender, disability, marital status and income. All areas/members of the community are respected, valued, catered for and encouraged to be involved in the operation of the Service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Australian Government Department of Education Children's Services Handbook
- *Duty of Care*
- *NQS Area: 1.1.5; 3.1.3; 4.2.1; 6.1.1, 6.1.3; 6.3.1,6.3.3; 7.1.1; 7.2.1; 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.11 – Including Children with Special/Additional Needs, 9.2 – Enrolment, 9.3 – Communication with Families.*



Procedures

If demand for places provided at this Service exceeds those available, priority of access will be given based on our Internal Priority of Access Guidelines.

The service and its employees will promote equality, cultural diversity and will be actively encouraged to understand individual children's backgrounds and provide opportunities being sensitive to their needs.

To enable children with special/additional needs to attend, the service will facilitate access to inclusion and support assistance as necessary.

To enable children to participate in the range of activities at the Service, the Coordinator will invite and encourage all parents/guardians and their child to meet with educators regularly to review and evaluate how the Service is meeting the needs of the particular child.

9.2 Enrolment Policy

The service acknowledges the need to ensure accurate and relevant information relating to the specific needs of each child is available and uses effective enrolment procedures to obtain such information and to impart appropriate information to parents/guardians.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Australian Government Department of Education Children's Services Handbook
- *Duty of Care*
- *NQS Area: 1.1.5; 2.1.1; 2.2.1; 2.3.4; 4.1.1; 4.2.1; 6.1; 6.2.1; 6.3.2, 6.3.3;; 7.2.1, 7.2.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.4 – Arrivals and Departures of Children, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 3.5 – Excursions, 3.8 – Extra-curricular Activities, 4.6 – Medication, 4.8 – Sun Safety, 4.10 – Anaphylaxis Management, 8.15 - Children of Employees, 9.1 – Access*



Procedures

Enrolment at this service for children over pre-school age (but not yet started prep) is available from the beginning of the calendar year in which they will attend school. Families may need to provide documentation relating to proof of age prior to enrolment being accepted.

Strictly for the purposes of enabling the service to fulfill its Duty of Care responsibilities to the child and comply with these policies and procedures, the following information in relation to children is requested from all parents/guardians through the service enrolment form:

- Personal details (name, address, and date of birth);
- Name, home and work address and phone numbers of parent/guardian;
- Name, address, phone number and relationship to child of persons (authorised nominee) who may be contacted for emergency collection;
- Parental/guardianship and/or residential details (if any), including copies of relevant court orders;

- Relevant health and medical details including a copy of the child's immunisation history statement;
- Name, address and phone number of the child's doctor;
- Any special physical, emotional, dietary, religious, cultural or other needs or considerations relating to the child;
- Authorisation for the service coordinator (or nominated educator) to:
 - Provide emergency medical treatment;
 - Apply/assist to apply SPF+30 sunscreen and bug spray;
 - Take and/or display children's photographs;

The enrolment form shall also include the written consent of the parent/guardian signing the form to the use of the information by the service in keeping with the Information Handling Policy (Privacy and Confidentiality), (see Policy 10.8) and the other Policies and Procedures of the service from time to time.

The service cannot provide its services to a child, and may refuse to do so, if the parent/guardian refuses to give any or all of the above information, as the service will not be able to discharge its Duty of Care and other responsibilities to the child without this information.

Failure to provide the child's immunisation history statement, within the requested timeframe, may result in the child's enrolment being:

- Refused or cancelled; or
- Accepted, however attendance would be refused until proof of up-to-date immunisation status is provided; or
- Conditionally accepted as per the service's Child Immunisation Policy.

The service will, on a regular basis, request families to update children's enrolment forms to ensure all parent/guardian and emergency contact information is current.

All information obtained through the enrolment procedures will be kept in strictest confidence and used only for the purposes for which it is obtained (see also Policy 10.8 Information Handling [Privacy and Confidentiality]).

9.3 Communication with Families and School Staff Policy

The Service recognises and acknowledges the importance of effective communication with families and the school staff and strives to encourage their participation to enhance the service provided. Families and school staff are welcome to attend the Service or talk to educators during operation. We encourage families and school staff to voice any concerns in a way that will assist us to provide a better service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Privacy Act 1988 and Regulations 2013*
- Australian Government Department of Education Children's Services Handbook
- *NQS Area: 1.1.4, 1.1.5; 2.1.1, 2.1.4; 2.2.1, 2.2.2; 4.1; 4.2.1; 6.1; 6.2; 6.3.2, 6.3.3; 7.1.5; 7.2.1, 7.2.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*

- *Policies: 2.4 – Arrivals and Departures of Children, 2.6 – Behaviour Support and Management, 2.7 – Exclusion for Behavioural Reasons, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 2.14 – Bookings and Cancellations, 3.4 – Homework, 3.5 – Excursions, 3.8 – Extra-curricular Activities, 3.11 – Escorting Children, 4.2 – Infectious Diseases, 4.6 – Medication, 5.2 – Food and Nutrition, 4.8 – Sun Safety, 4.10 – Anaphylaxis Management, 4.15 – Asthma, 9.2 – Enrolment, 9.5 – Complaints Handling, 10.4 – Fees, 10.8 – Information Handling (Privacy and Confidentiality), 10.12 – Information Technology, 10.18 – Court Orders and the Release of Children in Care.*



Procedures

For new families at the service, the first point of contact will be the Coordinator, who will meet with the parents/guardians and the child to discuss the service and the child's needs and to answer any questions.

On enrolment, a Family Handbook will be provided as part of the service enrolment package. The information contained in this handbook is based on the service policies and procedures and should be used as a reference.

Parents/guardians will have access to meet with the Coordinator by appointment, to discuss any issues or concerns with respect to their child and/or the service.

School staff will have access to the Coordinator and Educators to discuss a child's needs which could include medical information, behavioural issues, school needs and any other information relevant to provide care to a child whilst at the service.

Information provided by families relating to their child's participation in the program will be documented and stored as appropriate.

Before entering the premises, all persons will need to be identified by the Coordinator, or other educators. An approved person is a person who has been given permission by the parent/guardian, Coordinator/Educators or Management Committee.

The Coordinator will treat all enquiries and concerns, and the persons making them, seriously and with respect and will endeavor, wherever possible, to answer questions and provide required information.

Any deficiencies in the service which are identified through this process, and can be rectified, will be taken into account by modifying or enhancing these Policies and Procedures, or the program, as appropriate.

The Coordinator may refer families to information relating to appropriate community support and resource agencies that are accessible and available at the parent sign in/notice board area.

Information for parents will also be communicated through:

- emails; and/or
- McDowall OSHC notice board area; and/or
- regular meetings between Coordinator/educators and parents/guardians; and/or
- notices written by the Coordinator, and approved by the Management Committee, being given to parents/guardians when there are matters of changed policy and it is important for the changes to be communicated before the next newsletter or monthly meeting.

9.4 Communication with Community Policy

The Service recognises and acknowledges the importance of its local community and seeks to act as a responsible neighbour and community member, both in the interests of its community and of enhancing the experience of children as members of the community.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Privacy Act 1988 and Regulations 2013*
- *NQS Area: 6.2.2, 6.3.1, 6.3.3, 6.3.4; 7.3.1, 7.5.1.*
- *Policies: 8.14 – Employee Online Social Networking, 9.5 – Complaints Handling, 9.6 – Communication with Families, 9.7 – Community Engagement.*



Procedures

The Coordinator is responsible to ensure that the Service holds current contacts and information on relevant community resources, and that educators are made aware of them through regular team meetings and the Educator Handbook.

The Family Handbook makes it clear that families have access to information on relevant community resources for their children, and the Coordinator ensures that they are indeed available on request by parents/guardians.

The Coordinator ensures that the surrounding neighbours (including businesses) of the Service are invited to attend the Service on a regular basis to obtain any information, provide any feedback on the operation of the Service as a responsible neighbour, and to explore any ways in which stronger community links can be built.

Members of the community will have free access to meet with the Coordinator by appointment (provided that parents and children of the Service are the greater priority), to discuss any issues or concerns with respect to the Service.

The Coordinator will treat all enquiries and concerns, and the people making them, seriously and with respect and will endeavour wherever possible to answer questions and provide required information.

Any deficiencies in the Service which are identified through this process and can be rectified will be taken in to account by modifying or enhancing these Policies and Procedures, or the program, as appropriate.

9.5 Complaints Handling Policy

To ensure service provision is in keeping with these Policies and Procedures and other applicable requirements, the Service invites comments and complaints from children, parents/guardians, employees and the community. The Service respects and considers all complaints, which require a resolution, seriously and attempts to find a satisfactory resolution wherever possible.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Privacy Act 1988 and Regulations 2013*

- *NQS Area: 4.2.1; 4.2.2, 4.2.3; 6.1.1, 6.1.3; 7.1.1, 7.1.2, 7.1.3, 7.1.5; 7.2; 7.3.*
- *Policies: 8.6 – Employee and Volunteer Grievance, 9.3 – Communication with Families, 9.4 – Communication with Community, 9.8 – Parent Conduct, 10.8 – Information Handling (Privacy and Confidentiality)*



Procedures

The Coordinator shall be the first contact for all comments and/or complaints. However the complainant will have direct access to the Management Committee, and the Coordinator will permit and, if appropriate, encourage the complainant to do so, if:

- the complaint is about the conduct of the Coordinator;
- the complainant is not comfortable to take the complaint to the Coordinator;
- the complainant is not satisfied with the Coordinator's handling of the complaint;
- the complaint is about a matter of Management and Administration Policy.

For this purpose, parents and others will be kept informed of the Approved Provider's current contact details through the Family Handbook, newsletter or other appropriate form of communication, and otherwise will be available on request.

Using the Complaint Record Form (see Appendix D), the Coordinator will record all details of the complaint, any relevant discussions, and if appropriate, the resolution of the complaint. Both the Coordinator and complainant should sign this form with a copy provided to the complainant on request.

The Coordinator will seek to resolve all genuine and reasonable complaints in the most appropriate way possible in consultation with the complainant. Discussions with the complainant are not to be conducted in presence of the children, other employees or parents, and heated discussions are to be avoided as far as possible.

To protect the privacy of all individuals, and encourage openness and honesty in the handling of complaints, the complaints record form is a confidential document, which will not be accessible to any person, provided that the Coordinator will provide copies of relevant entries only to a complainant on request.

Any matters of complaint can be referred to the Approved Provider or the relevant Regulatory Body for further guidance and/or assistance.

9.6 Parent and Community Participation Policy

The Service values the important role that parents and the community take in the overall development, understanding and awareness of children. For this reason, the service shall endeavour to encourage parent participation and engage with the local and wider community in mutually beneficial and supportive relationships in an effort to support children's lifelong learning and recreational enrichment.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Public Liability Insurance*
- *Family and Child Commission Act 2014*

- *NQS Area: 2.2.2; 2.3.3; 4.2.1; 6.1.1, 6.1.2; 6.2.1, 6.2.2; 6.3.1, 6.3.3, 6.3.4; 7.1.5; 7.2.1, 7.2.3; 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 3.5 – Excursions, 8.5 – Volunteers, 9.3 – Communication with Families, 9.4 – Communication with Community, 9.8 – Parent Conduct, 10.9 – Risk Management and Compliance,*



Procedures

Parents

The Service shall develop and implement strategies and processes that identify:

- Parent skills and interests suitable to the program;
- How such parent involvement will support the overall objectives of the service and in particular program delivery; and
- When such parent skills and interests may be utilized as part of the program throughout the year.

Parents will be encouraged to participate in the service through attendance at management meetings and/or service events.

Community

The Service shall develop and implement strategies and processes that identify:

- Accessible Community Resources;
- The methods in which such resources can be utilised e.g. excursions, incursions, support activities etc;
- How such Community engagement will support the overall objectives of the service and in particular program delivery; and
- When such Community resources may be utilised throughout the year.

The Coordinator, and employees shall identify local and wider community resources, where mutually beneficial and supportive relationships require establishment or enhancement.

Families of the service will be encouraged to suggest suitable and appropriate community venues that may be considered for excursions, incursions etc.

9.7 Management of Intoxicated or Persons Under the Influence Policy

The following policy and procedure are written and described without prejudice:

On occasion, nominated and/or certified supervisors of the service may need to exercise duty of care in managing particular situations. These occasions as described by such policy may include those in which it is suspected that children may be released into the care of intoxicated or under the influence persons. All persons considered or expected under the influence of drugs, alcohol or other substance that are under the employ (at the time) of the service shall be referred to the “fit for work” policy and procedure. All persons who are not under the current employ of the service shall be requested to follow the policy and procedure as described.

Under no circumstances would the service recommend that unfit persons take on duty of care for children unless the following procedures have been duly considered.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *Duty of Care*
- *Work Health and Safety Act 2011*
- *NQS Area: 2.3.2; 4.2.1; 7.1.1, 7.1.2; 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.4 – Arrivals and Departures of Children, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.8 – Parent Conduct.*



Procedures

The family shall maintain the parental responsibility under the relevant acts and provisions to care for their children. In this case the parent shall:

- Understand and follow all laws regarding the collection and care of school age children and any individual service laws that they select of their own accord to use.

Should the Coordinator or other senior employee reasonably suspect that the relevant parent, guardian or person authorised to collect the child is under the immediate influence of alcohol, drug or other substance, they shall:

- Make attempt to discuss concerns with parent, guardian or authorised person;
- If not parent, then make attempt to contact parent to discuss concerns;
- Only release the child if required to by law;
- Call the police if an immediate threat to the welfare and wellbeing of children/and or family exists.

9.8 Parent, Guardian & Authorised Nominee Conduct Policy

The Service strives to provide a safe and healthy workplace for employees and a caring and supportive environment for children and families. The service expectations of parent conduct whilst attending the service are clearly explained in the parent information package and are further supported by this policy.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Child Protection Act 1999 and Regulations 2000*
- *Duty of Care*

- NQS Area 6.1.1; 7.1.1; 7.3.2, 7.3.4.
- Policies: 2.2 – *Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm*, 2.4 – *Arrivals and Departures of Children*, 7.3 – *Harassment and Lockdown*, 8.10 – *Employee Orientation and Induction*, 9.3 – *Communication with Families*, 9.6 – *Parent and Community Participation*, 9.7 – *Management of Intoxicated or Persons Under the Influence*.



Procedures

Parents shall be expected to communicate appropriately with all educators whilst dropping off or collecting their children, or other children as permitted, to and from the service.

Parents and Guardians have rights and responsibilities associated in their involvement with McDowall OSHC. This includes:

- Encourage positive behaviour habits in their children and ensure that their child adheres to the services behaviour management policy,
- Support the efforts of educators in maintaining a safe and respectful environment for all children, and
- Teach their child the importance of honesty, respect for property and respect for the rights of others.

When parents work diligently towards the fulfilment of these obligations, each individual benefits.

Parents and Guardians have a right within the service to:

- Be respected and recognised as the major influence upon their child's development,
- Be able to express themselves on matters of the service policies, and
- Be offered the same courtesy and respect within the service.

McDowall OSHC expects parents and/or guardians to:

- Complete an enrolment form for the first year of enrolment, then update all details on a regular basis with a check of details at least once per year,
- Pay accounts on time,
- Notify the service of any bookings, cancellations and alterations,
- Promptly notify the service of any absences due to illness,
- Follow the services absence and cancellation procedures,
- Work collaboratively with educators to resolve any behavioural problems which may arise,
- Follow the services grievance procedure when expressing concerns or complaints to the centre Coordinator,
- Never use a raised voice, including swearing or shouting; or speak in an aggressive manner towards educators or children,
- Parents shall not be permitted to discipline verbally or in any other way the children of other families. Should a parent have an issue or concern regarding the conduct of another child, family or staff, they shall follow appropriate grievance procedures as outlined in this manual,
- Always speak in respectful tones and use positive language in conversation, emails and on the phone,
- Refrain from the mental or physical intimidation or harassment of Educators,
- Refrain from smoking anywhere on the school grounds,
- Parents shall not be permitted to use personal mobile phone cameras or cameras to take photos or videos of children or staff, and
- The centre Coordinator and/or the Nominated Supervisor present at the time has the right to ask a person to leave the premises if they feel intimidated in any way.

Parents, guardians or authorised nominees who breach the conduct expected of them whilst engaging with the service may result in the suspension or expulsion of their family's enrolment with the service. One (1) written warning shall be given to the parent, guardian or person authorised if they breach

the Parents, Guardians and Authorised Nominees Code of Conduct before they are indefinitely suspended from the service at the discretion of the Coordinator and/or Management Committee. If the offense is serious, the Parent, Guardian or the authorised person may be immediately expelled from the service at the discretion of the Coordinator and/or Management Committee.

Harassment and bullying of staff members by a parent, guardian or authorised person will not be accepted and may result in the family's expulsion from the service in consultation with the Management Committee and Industrial Relations Representative in accordance with Policy 8.6 Workplace Harassment and Bullying Policy; Queensland Workplace Health and safety Act, Division 2, Obligations of a Particular Person (Section 28 & 29) and the Prevention of Workplace Advisory Standard 2004.

The Police may be notified if Parent conduct within the service is threatening or violent.

9.9 Priority of Access Policy

Child care spaces at times may be limited due to the service meeting its licensed capacity and/or staff availability affecting staff child ratios. In these circumstances staff will create waiting lists when a number of parents are applying for a limited number of vacant places.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Australian Government Department of Education Children's Services Handbook*
- *Family and Child Commission Act 2014*
- *Privacy Act 1988 and Regulations 2013*
- *Duty of Care*
- *NQS Area: 1.1.5; 3.1.3; 4.2.1; 6.1.1, 6.1.3; 6.3.1, 6.3.3; 7.1.1; 7.2.1; 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.11 – Including Children with Special/Additional Needs, 9.2 – Enrolment, 9.3 – Communication with Families, 9.1 Access Policies.*



Procedures

Families who enrol in OSHC from the 2021 calendar year onwards will be allocated permanent places based on our internal priority of access guidelines. Each family will be categorised into the three priorities as shown below. For families who are within the same priority, places will be allocated on a *first come first served basis*, which is based on the time and date forms are received.

The Priority of Access:

Priority One: Families with children at risk of serious abuse or neglect.

Priority Two: Working families who meet the Centrelink Work, Training, Study test for at least 15 hours per week.

Priority Three: All other families.

'Working families' are defined as one of the following:

1. A family with two parents who meet the Centrelink Work, Training, Study test for at least 15 hours per week,
2. A single parent family where the parent/guardian meets the Centrelink Work, Training, Study test for at least 15 hours per week.

Work, Training, Study test can include:

- Working (including self-employment and paid leave from work)
- Setting up a business
- Looking for work
- Paid or unpaid parental leave
- Studying or training
- Voluntary work to improve your work skills
-

If you are unable to participate in work, training or study activities due to other commitments or circumstances, you may still satisfy the Work, Training or Study test. These circumstances may include:

- Providing constant care for an adult with a disability
- Receiving Carer Allowance or Carer Payment
- On paid or unpaid parental leave (maximum limit of 12 months applies)
- On paid leave (including annual leave, sick leave or carer's leave)
- Have a disability
- One parent is living overseas
- One parent is in prison or otherwise lawfully detained
- Either member of a couple is the grandparent or great grandparent and primary carer of their grandchild
- Exceptional circumstances exist. Would need to confirm these circumstances with the Family Assistance Office.

In addition to the above priorities McDowall State School OSHC will ensure:

- Families who have current active bookings at the time of re-enrolment (September 1st 2020) will automatically roll over their booking into 2021.
- Families will be given a small re-enrolment slip to be filled out by 6:30pm September 30th 2020 if any changes need to be made.
- Any families who do not fill out the re-enrolment slip will be assumed to have no changes to their permanent booking. Normal cancellation notice periods will apply.
- To cover our legislative requirements, all families will be notified in writing and via signs placed at sign in/out that they must check and update their personal details. In our 2021 Enrolment email we will include a link on how to do this on the new system.
- All brand-new families or new prep children of existing families will be required to fill out a full enrolment form and have returned it to the OSHC office by 6:30pm on the 30th of September 2020.
- Families with children that already attend the school but have not previously attended OSHC will be classified as new families and will need to return their form by 6:30pm on the 30th of September 2020.
- Families with their first child beginning prep in 2021 will be allowed an extended enrolment period and must have their forms handed in by 6:30pm on the 30th October 2020.
- All 2021 new enrolments will only be allocated in the spaces made available by cancellations of bookings, eg. grade six children leaving, children leaving the school, etc. These spaces will then be allocated in the following order:
 - Siblings of children with existing bookings, for the days currently booked only
 - New preps until 10% of our overall numbers have been allocated to the prep group
 - Existing families requesting additional days
 - Brand new families with children older than prep
- 2% of our overall booking numbers will be allocated to Defence Force families and held until January 31st 2021. On the 1st of February 2021, those places will be allocated to the highest children on the wait list.

The service may require a Priority 3 child to vacate a place to make room for a child with a higher priority. The service will give at least 14 days' notice of the need for the child to vacate the session.

Further priority may be given within the main categories based on existing bookings, allowances made for new prep families, or any other decisions that are made under the guidance and approval of the P&C Association as per our Internal Priority of Access Guidelines.

Additional Guidelines

Outside School Hours is primarily for school children. Access throughout the year will firstly be given to school children who attend McDowall State School over children from other schools.

9.10 Acceptance and Refusal of Authorisations Policy

The Approved Provider acknowledges the importance of ensuring parents/guardians/authorised nominees are aware of the process for authority to be given and/or refused for children to participate in relevant aspects of the program through the initial enrolment procedure. Such authorisations and/or refusals must be received in writing and will be handled in accordance with the service's Information Handling (Privacy and Confidentiality) Policy.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Privacy Act 1988 and Regulations 2013*
- *Duty of Care*
- *NQS Area: 1.1.2, 1.1.3, 1.1.4, 1.1.5; 2.1.4; 2.2.2; 2.3.2, 2.3.4; 6.1; 6.2.1; 6.3.1; 6.3.3; 7.1.1; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.4 – Arrivals and Departures of Children, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 2.14 – Bookings and Cancellations, 2.15 – Children's Belongings and Property, 3.2 – Program and Documentation Evaluation, 3.4 – Homework, 3.5 – Excursions, 3.7 – Physical Activity, 3.8 – Extra-Curricular Activities, 3.10 – Observational Recording, 3.11 – Escorting Children, 3.13 – Water Safety, 3.15 – Cooking with Children, 4.6 – Medication, 4.8 – Sun Safety, 4.10 – Anaphylaxis Management, 4.11 – Emergency Health and Medical Procedure Management, 4.14 – Asthma, 5.2 – Food and Nutrition, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 – Complaints Handling, 10.4 – Fees, 10.8 – Information Handling (Privacy and Confidentiality), 10.9 – Risk Management and Compliance, 10.10 – Managing Compliance within the Service, 10.18 – Court Orders and the Release of Children in Care.*



Procedures

Through the service enrolment process parents/guardians will have opportunity to give and/or refuse authority for the following (including but not limited to):

- Sharing of information, relevant to the care of their child (e.g. health, wellbeing and/or cultural requirements) amongst educators and/or support workers who are working within the McDowall OSHC program;
- Provision of emergency medical treatment including obtaining any medical, hospital and/or ambulance service in the case of an accident or emergency involving their child;
- McDowall OSHC educators to liaise with other health/medical professionals in relation to the care of their child;
- McDowall OSHC educators to assist their child to apply a SPF 30+ sunscreen prior to outdoor activities;
- McDowall OSHC educators to take photos of their child to record important events and special activities as part of the program.

Parent authority, in writing, will be required before any child will be allowed to leave the approved area of the service. This includes (but is not limited to):

- Excursions;
- Extra-curricular activities; and
- Regular Outings.

Verbal authorisations will be accepted by the service however the following procedure will be implemented:

- Confirm the identity of the person providing the authorisation;
- Ensure the person is an authorised person on the child's enrolment form;
- Document the nature of the authorisation being sought/given; and
- Record the name of the person, how the identity was confirmed and the time and date of the verbal authorisation.

The McDowall OSHC coordinator may exercise the right of refusal if written or verbal authorisations do not comply with this policy or the necessary regulatory requirements.

The service will waive compliance with this policy 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.

Procedures for parents/guardians/authorised nominees to give and/or refuse authority for children's participation is contained within the relevant policies of this service (e.g. Excursions Policy, Extra-curricular Activities Policy, Escorting Children Policy).

Parents/guardians are responsible for, and have the right at any time to, change authorisations given to the service in relation to their child and their child's participation in the program. This may be done through completion of an updated enrolment form or other written authorisation.

Policy Group 10:

Management and Administration

10.1 Quality Compliance Policy

The Service strives to meet the National Quality Standard for Early Childhood Education and Care and School Age Care and the requirements for Approved Providers of child care services under the *Education and Care Services National Law Act, 2010 and Regulations 2011* in such a way as to best fulfill its ability to care for children and to carry out the agreed policies and procedures of the Service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- 'My Time, Our Place' Framework for School Age Care
- *NQS Area: 4.1; 7.1; 7.2; 7.3.*
- *Policies: 1.1 – Philosophy Statement, 1.2 – Goals, 2.10 – Reporting Guidelines and Directions Policy for Handling Disclosures and Suspicions of Harm, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 5.3 – Food Act Compliance, 6.1 – Space and Facilities Requirements, 7.1 – Emergency*

Equipment and Facilities, 8.2 – Educational Leader, 10.5 – Approval Requirements under Legislation, 10.6 – Supervisor Certificate, 10.9 – Risk Management and Compliance, 10.10 – Managing Compliance within the Service.



Procedures

The Service has developed, and will regularly review and update, written policies for conduct of the Service (including at least the matters required by the *Education and Care Services National Regulation 2011* and the *National Quality Standards*).

The Management Committee requires the Coordinator, or her/his nominated delegate to act as Quality Officer to:

- ensure and monitor the implementation of this Quality Compliance Policy;
- check for, record and act on any non-compliances by the Service or its employees with this Quality Compliance Policy or any Quality Areas; and
- to monitor changes in the *Education and Care National Law Act, 2010* and the National Quality Standards (or any specific quality elements) which may affect or require a change to any of the Policies and Procedures of the Service.

The Quality Officer (if that role is separate from the Coordinator's role) is to report on all such matters to the Coordinator, who will, in turn, report to the Management Committee.

The Service adopts a statement of 'Service Philosophy' (see Policy 1.1), as part of its Policies and Procedures, which reflects National Quality Standard compliance as a minimum, but which truthfully reflects the values promoted by the Management Committee and the Coordinator within the Service.

Educators are an important part of the Service and:

- are consulted as appropriate in the development and modification of all Policies and Procedures;
- are provided with an up-to-date Educator Handbook, containing relevant information necessary to enable them to abide by Service Policies and Procedures;
- agree to adhere to all values, Policies and Procedures, through written terms of employment and role statements, including acceptance that repeated failure to comply may result in termination of employment.

The Coordinator/Coordinator in conjunction with the P & C Executive Committee is responsible to conduct regular informal assessments, and formal annual performance reviews, of all employees' adherence to Policies and Procedures and to take immediate appropriate steps to address non-compliances.

The Statement of 'Service Philosophy' is displayed on the wall of the Service, in the Educator Handbook, and in the Family Handbook and enrolment materials.

Children and families are an important part of the Service and:

are actively invited to participate in decision-making and Policy development wherever appropriate;
are kept informed of all Policies and Procedures, and their means of communicating with the Service, through a Family Handbook and regular communications via the Service newsletter.

In addition to this General Quality Compliance Policy, the National Quality Standards requirements of the current legislation are incorporated into the specific Policies and Procedures of the Service.

10.2 Role and Composition of P&C Executive Committee & Coordinator Policy



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *QLD Education (General Provisions) Act 2006*
- *Family and Child Commission Act 2014*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Parents & Citizens Model Constitution*
- *Operations Manual for P&C Associations NQS Area 7.1.1, 7.1.5; 7.3;*
- *Policies: 8.3 – Recruitment and Employment of Educators, 8.6 – Employee and Volunteer Grievance, 8.8 – Performance Monitoring, Review and Management, 9.5 – Complaints Handling, 10.1 – Quality Compliance Policy, 10.3 – Budgeting and Planning, 10.11 – Management Code of Conduct, 10.17 – Strategic Planning.*



Procedures

The P&C Executive Committee has written Operating Guidelines and Code of Conduct which will be made available to all interested persons associated with the Service.

In addition to anything else provided in the Role Statement from time to time, the P&C Executive Committee is responsible to ensure that:

- The philosophy and goals of the service are developed and update as appropriate;
- The service philosophy and goals are available to all through the Family Handbook, the Educator Handbook and other publications of the Service;
- The performance of the Coordinator is monitored and reviewed; (see also Policy 8.8)
- The budgeting and planning process for the Service is approved and monitored; (see also Policy 10.3)
- They are available to be contacted by families and/or employees regarding grievances and/or complaints

The Service regularly publicises details of the role, operation and composition of the P&C Executive Committee and the right of parents and community members to stand for election/appointment to the McDowall SS P&C OSHC Subcommittee, where required.

The P&C Executive is responsible to monitor the Coordinator and other employees in implementing these policies and procedures.

The McDowall SS P&C Association Operations Manager and OSHC Coordinator are responsible and accountable to the McDowall State School P&C Association. It is governed by the same rules as any other subcommittee of the McDowall State School P&C Association and must comply with all requirements set down in the Association's constitution and the *Accounting Manual for P&Cs*.

A key responsibility is ensuring that the McDowall OSHC has a sustainable, well thought-out strategic plan that will carry the business successfully into the future. This strategic plan should be developed in consultation with key stakeholders, through a collaborative process to form a common direction for the McDowall OSHC.

The McDowall SS P&C Association Operations Manager and OSHC Coordinator MUST function in accordance with the written operating guidelines developed by the McDowall State School P&C Association and these guidelines should be reviewed annually.

All employees, volunteers (including subcommittee officers) and P&C Executive members must be made aware of confidentiality issues within their role in the service. Confidentiality agreement will be included in all employment agreements signed by staff and volunteers at time of employment. A confidentiality agreement should also be presented to officers of the subcommittee and McDowall State School P&C Executive members to be signed when they have been elected.

10.3 Budgeting and Planning Policy

To ensure the effective and efficient management of the service, the Management Committee and Coordinator shall work together to develop effective and responsible laws and budgets for the ongoing operation of the Service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *QLD Education (General Provisions) Act 2006*
- *Parents & Citizens Model Constitution*
- *NQS Area: 3.2.2; 6.1.2; 7.1.1, 7.1.3; 7.2.3; 7.3.1, 7.3.2.*
- *Policies: 6.1 - Space and Facilities Requirement, 6.2 - Provision of Resources and Equipment, 8.3 – Recruitment and Employment of Educators, 8.4 – Educator Professional Development and Learning, 10.4 – Fees, 10.17 – Strategic Planning.*



Procedures

Budgets will be prepared in advance by the Coordinator by September each year and presented to the McDowall OSHC Subcommittee for review. The budget will then be tabled at the October P&C General Meeting for approval.

Budgets will take into account the need for appropriate and adequate employees, facilities, equipment, maintenance and the requirements of the Service Policies and Procedures.

Budgets will also take into account the professional development needs of Educators at the service with a yearly allocation for training relating to their job role.

Service budgets will be used in the strategic planning process to ensure allowances are made for major items of expenditure such as replacing computers, resources and/or furniture.

10.4 Fees Policy

This Service aims to provide a quality service to families at an affordable price. The McDowall State School P&C Association Executives and Members will set fees based on the annual budget required for the provision of quality childcare in keeping with the Service's Philosophy Statement and other goals, and these Policies and Procedures. Child care benefit is available to all families who meet residency and immunisation guidelines.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Australian Government Department of Education Children's Services Handbook*
- *NQS Area 6.1; 7.1.1; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.14 – Bookings and Cancellations Policy, 3.5 – Excursions Policy, 9.2 – Enrolment Policy, 9.3 – Communication with Families Policy, 10.3 – Budgeting and Planning Policy, 10.17 – Strategic Planning Policy*



Procedures

A permanent booking shall be defined by a regular pattern of attendance throughout each term on one or more occasion per week.

Prep bookings for BSC and ASC shall attract a higher fee, as set by the McDowall State School P&C Association Executives and Members, due to the nature of the longer hours required for Prep children.

Fees will be paid one week in advance in order to keep accounts up to date. Statements will be sent weekly on a Thursday afternoon and will include the anticipated payment of account via direct debit on the Friday. Any reversals of the direct debit or other changes will be reflected on the following statement if applicable.

McDowall OSHC fees will be reviewed by the McDowall State School P&C Association Executives and Members annually, and changes, if any, will come into effect as and when approved by the members, or as stated in special circumstances.

Payment Terms:

Fees are charged and paid one week in advance

Fees are paid on the presentation of the statement

Payment method: Online Direct Debit Payment System

Payment methods for accounts that have been placed on hold: Online Direct Debit Payment System, Electronic Funds Transfer and EFTPOS

Direct Debit

All fees for McDowall OSHC must be paid via our online direct debit payment method. Direct debit forms are available from the office in person or can be requested via email.

Childcare Subsidy

The Coordinator will keep parents informed about the availability of Childcare Subsidy (**CCS**) by:

- advising all parents of the ability to apply for Childcare Subsidy through the Family Assistance Office when the Coordinator initially meets with parents and also through the Family Handbook;
- keeping a stock of information brochures available for parents.

Families are required to provide all Centrelink information, as requested on the enrolment form, to be eligible for reduced fees. Full fees will be charged until the service receives current and correct information from the family.

Credit for fees already paid will be made in accordance with the Department of Education and Training (DET) Child Care Service Handbook.

All CCB records will be kept for 3 years from the last entry on the record in accordance with the DET Child Care Service Handbook.

Late Fees

Closing time of this Service is 6.30pm. Parents who collect their children after this time will incur a late fee of \$25 per child for any part of the first 10 minutes and \$2 per minute per child thereafter (this is to compensate employees for overtime rates as required by relevant industrial instruments.) This fee is not subsidised.

Non-Cancellation Fee

This is applied when McDowall OSHC is not advised of a child's absence from the afternoon session, requiring us to call ascertain the child's whereabouts and to ensure they are safe. The non-cancellation fee is \$20.00. This fee, which is over and above the session fee, is not subsidised.

If we are unable to contact parents/caregivers to ascertain your child's whereabouts, we will have to call the Police (see policy 2.4 Arrivals and Departures of Children). If we have to call the police, you will be charged a \$50.00 fee. This fee is not subsidised.

Overdue Fees

If there are outstanding fees:

- In the first instance four (4) days after the statement date, the Operations Manager/Coordinator will issue the parent/guardian with a first overdue account letter demanding payment within three (3) days from such date;
- If no payment/s have been received within three (3) days from the date of the first overdue account letter then a final overdue account letter will be sent demanding payment within three (3) days from such a date. When the final overdue account letter has been sent, the account can be placed on hold and be handed over for collection;
- If no payment has been received within the required period and the family has approached the Operations manager/Coordinator with a fair and reasonable payment plan the P&C Association Executives/Operations Manager/Coordinator may, in its discretion, keep the account active;
- The Coordinator/Operations Manager/P&C Association Executives may, in its discretion, exclude the child temporarily or permanently from further attending the Service, if the parents have not met the requirements as advised to them by the Coordinator/Operations Manager/P&C Association Executives under the previous paragraph;
- When a third party collection agency are used to collect outstanding fees all costs incurred by McDowall State School P&C Association (including costs that McDowall State School P&C Association may be contingently liable for) in any attempt to collect any outstanding fees owed by you under this Agreement including debt collection agent costs, repossession costs, location search costs, process server costs and solicitor costs on a solicitor/client basis will be paid by you/the account holder.
- Should a child be excluded from OSHC due to non-payment of account, the overdue letters will serve as the notice period for this exclusion. Exclusion will take place effective the date of the final overdue letter.

Cancellations and Refunds

There shall be no refunds given for late cancellations.

Cancellations of bookings will be made in accordance with the Bookings and Cancellations Policy (see Policy 2.14) and will incur any relevant fees and charges according to such policy.

Registration Fees are non-refundable and are as follows:**Annual Registration Fee: \$25.00 per family**

- The annual registration fee will be due when registering at the Centre and the registration takes effect immediately, if the year has commenced, or will apply from the commencement of Term 1 of the next year to the commencement of Term 1 the following year if registering for the next year. This fee covers registration for all sessions and is charged on receipt of application and non-refundable. This fee is payable on submission of the registration form, regardless of whether your children are allocated a position or not.

Half – yearly Registration Fee: \$12.50 per family

- On commencement of Term 3 the family registration fee will be \$12.50 and will remain current until Term 1 the following year.

Before School Care Daily Fee:

- \$16.50 for Prep students and \$15.50 for Year 1 to 6 students per morning

After School Care Daily Fee:

- \$21 for Prep students and \$20 for Year 1 to 6 students per afternoon

Vacation Care and Student Free Day's Daily Fee:

- \$50.00 per student per day - excursion/incursion prices will vary depending on excursion/incursion and will be automatically added to the family's account. Please do not send the child/ren with cash.

Vacation Care and Student Free Day's 4 Hour Block:

- \$30 per student for any 4-hour block. This may not be available during excursions.

If a family has permanently cancelled care and their account is in credit, they must complete an application for refund form (a copy can be requested from the OSHC office) which must indicate the bank account to be used when the payment for the refund is processed.

10.5 Approval Requirements under Legislation Policy

As part of the service risk management and compliance obligations, the Management Committee and the Coordinator shall jointly be responsible to ensure that the Service complies with the Approval requirements under the *Education and Care Services National Law 2010 and Regulations 2011*.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *NQS Area: 7.1.1, 7.1.4; 7.2.1; 7.3.1, 7.3.2, 7.3.3.*
- *Policies: 10.1 – Quality Compliance, 10.2 – Role and Composition of Management Committee, 10.6 – Supervisor Certificate, 10.8 – Information Handling (Privacy and Confidentiality).*



Procedures

An application for Provider Approval must be made, in writing, to the relevant Regulatory Authority prior to the service being operational.

An Approved Provider may apply, in writing, to the Regulatory Authority for Service Approval to operate an education and care service if the Approved Provider is or will be the operator and will be responsible for the management of the staff members and nominated supervisor for that service.

Information required to be provided to the Regulatory Authority as part of the Service Approval process includes, but is not limited to:

- The location and street address of the proposed service;
- Plans prepared by a building practitioner showing the location of:
 - All buildings, structures, outdoor play and shaded areas;

- Location of entry and exits;
- Location of toilets and hand washing facilities;
- Floor plan showing unencumbered indoor and outdoor spaces;
- Calculations verifying regulated space requirements.

As part of the Service Approval process, a Nominated Supervisor for the service must be delegated, in writing and with their consent, to the Regulatory Authority (see Policy 10.6 – Nominated Supervisor Policy).

Whilst the Service provides, or aims to provide, regular child care to school age children, the Management Committee and the Coordinator are jointly responsible to ensure that the Service will not operate at any time if some person or body does not hold a current approval in respect of the Service.

Whilst the Service is approved to provide child care, the P & C Executive Committee and the Coordinator are jointly responsible to ensure that:

The Service complies at all times with the specific conditions of the approval applicable to the Service;

The approval is renewed and kept current in accordance with the legislation;

The relevant current Service Approval is kept on display at the Service whenever child care is being provided.

10.6 Service Supervisor Certificate Policy

The approved education and care service is granted a service supervisor certificate which they can apply to any person working at the service who has been identified by the approved provider working 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

The following procedure details the approved provider's process for designating a nominated supervisor or service (certified) supervisor to act as the responsible person and for obtaining consent for those persons to fulfil that position.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *NQS Area: 4.2.1; 7.1; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 10.1 – Quality Compliance, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality), 10.22 – Determining the Responsible Person.*



Procedures

The nominated supervisor and service (certified) supervisor must meet the requirements/conditions of the Education and Care Services National Law 2010 and Regulations 2011 in being designated by the approved provider to act in that role and in providing consent to do so.

The nominated supervisor has specific obligations under the National Law and therefore informed consent to act in that role is required. The approved provider will make available to the nominated supervisor relevant information so that they clearly understand those obligations prior to attaining consent.

The service (certified) supervisor may be placed in day to day charge of the service by the approved provider in the absence of the approved provider or the nominated supervisor. The approved provider will make available to the service (certified) supervisor relevant information so that they clearly understand those obligations prior to attaining consent. This information is provided in accordance with the expectations of policy 10.22 – Determining the Responsible Person.

10.7 Insuring Risks Policy

The service recognises and acknowledges the need for a responsible approach to identifying and managing risks (see Policy 10.9 – Risk Management and Compliance) and will endeavour to have adequate insurance protection at all times. Employees, children, parents and Management committee members will be protected from the financial repercussion of public liability.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Associations Incorporation Act, 1981, (Qld) or Corporations Act, 2001* may apply (eg Coordinators' duties) to your management committee or board or other governing body. Take expert advice if you are unsure of this.
- *NQS Area: 2.3.2; 4.2.1; 7.1.1; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 10.1 – Quality Compliance Policy, 10.5 – Approval Requirements under Legislation, 10.9 – Risk Management and Compliance Policy*



Procedures

As per the *Education and Care Services National Law 2010* responsibility rests with the Approved Provider to take out and keep current adequate public liability insurance with a minimum cover of \$10 Million, and building and contents insurance (including loss of cash from premises or in transit) and other insurances.

All insurance will be purchased through a reputable broker or agent.

The McDowall SS P&C OSHC Subcommittee will request the Coordinator each year to gather such information as necessary to enable the McDowall SS P&C OSHC Subcommittee to make an informed assessment and make recommendations to the P&C Association on the insurance needs of the Service.

A certificate of currency shall be kept on file at the service and updated annually.

The P&C Executive is responsible to ensure that the Service has adequate Worker's Compensation Insurance for all staff including volunteers.

Claims

In the event of a claim being made or a reportable incident, the Coordinator will notify the P&C Executive immediately.

If directed by the P&C Executive, the Coordinator will notify the Insurance Company, ensuring that the Service follows all directions of the Insurance Company and in the case of material or significant claims, seek legal advice for the Service.

10.8 Information Handling (Privacy and Confidentiality) Policy

In order to protect children and better provide its services, the Service obtains and deals with personal and sensitive information relating to families, children and others. The Service respects the privacy of all individuals and seeks only information which it needs for these purposes and handles that information with confidentiality and sensitivity and in keeping with legal requirements.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Privacy Act 1988 and Regulations 2013*
- *NQS Area: 1.1.4; 1.2.1, 1.2.3; 2.1.1; 2.3.3, 2.3.4; 4.2.1; 6.1.1, 6.1.3; 6.2.1; 6.3.2, 6.3.3, 7.1.1, 7.1.2, 7.1.5; 7.2.1; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.10 – Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 2.13 – Use of Photographic and Video Images of Children, 3.10 – Observational Recording, 8.3 – Recruitment and Employment of Educators, 8.8 – Employee Performance Monitoring, Review and Management, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 – Complaints Handling.*



Procedures

Through this policy the Service complies with the Australian Privacy Principles under the *Privacy Act, 2000* (Commonwealth) and amendments.

(Note to users of this Manual: Services must access/seek independent advice as to whether they are technically required to comply with this legislation and to ensure a complying policy which is suitable to their Service).

The Service gathers only the information it needs in order to provide its services and protect and care for children and Educators. Types of information we collect includes (but not limited to):

- Personal information on employees such as emergency contact details, qualifications, recognized training and places of previous employment;
- Personal information for children and families including Centrelink Reference Numbers, names, addresses and contact details for family members and children's medical details.

The Service obtains the written consent of persons for the use of the information by the Service in connection with providing the services, delivering the program and complying with its Duty of Care to children, employees and other persons, including those giving the information. The service may seek permission to share relevant information as required by law. This is done through the enrolment and other related procedures as new information is received.

The Service protects the rights of the individual's privacy by ensuring that information collected is stored securely in a locked filing cabinet.

Records of the Service are only to be accessed by persons who need them for a reason for which the person giving the information has consented to it being used or, strictly in the case of emergency, to fulfill the Service's Duty of Care and responsibilities to the children.

All records pertaining to any child incident, illness, injury or trauma will be kept until the child reaches the age of 25.

The Coordinator will ensure that children's records are reviewed and updated at least twice per year and otherwise immediately after receiving a request from a parent/guardian to update any detail in the child's record.

The service will ensure:

- Fair and open information collection practices;
- Processes and practices that ensure information collected about individuals and families is accurate, complete and current; and
- Use and accessibility of personal information is limited.

10.9 Risk Management and Compliance Policy

The Service is, like all other enterprises, subject to a number of risks as well as important legal, regulatory, industry and policy requirements. The Service is a responsible organisation and seeks to demonstrate a risk awareness, including by identifying and managing material risks and ensuring compliance as far as reasonably possible with all such requirements.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Associations Incorporation Act, 1981, (Qld) or Corporations Act, 2001 may apply (eg Coordinators' duties) to your management committee or board or other governing body. Take expert advice if you are unsure of this.*
- *Australian Standard on Risk Management - AS/NZ ISO 31000:2009*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Australian Standard on Compliance - AS/NZ 3806-2006*
- *Family and Child Commission Act 2014*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *NQS Area: 2.1.4; 2.2.2; 2.3; 4.1; 4.2.1; 7.1.1, 7.1.4, 7.1.5; 7.2.3; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*

- *Policies: 2.10 – Reporting Guidelines and Directions Policy for Handling Disclosures and Suspicions of Harm, 3.5 – Excursions, 3.6 – Transport for Excursions, 5.1 – Food Handling and Storage, 6.1 – Space and Facilities Requirements, 6.3 – Workplace Health and Safety, 7.1 – Emergency Equipment and Facilities, 8.1 – Role and Expectations of Educators, 10.1 – Quality Compliance.*



Procedures

The Management Committee will, in conjunction with the Coordinator, take responsibility to develop, maintain and monitor a risk management program appropriate to the Service, including a method of ensuring that the Service takes appropriate steps to comply with:

- The Policies and Procedures of the Service;
- Blue Card Services Queensland requirements;
- Work Health and Safety Practices;
- Equal Opportunity Employment;
- Adequate insurance;
- the Service Approval status applicable to the Service (see Policy 10.5 – Approval Requirements under Legislation) and other relevant laws applicable to the Service;
- Maintenance of equipment and facilities;

The McDowall SS P&C OSHC Subcommittee, in conjunction with the service Coordinator, will develop and manage, through its regular meetings, an annual rolling program of reviews of all of the Policies and Procedures of the Service, to ensure that they comply with relevant requirements.

The Coordinator, or his/her delegate, acting as Quality Officer (see Policy 10.1 – Quality Compliance) is responsible to monitor changes in current laws and other regulatory requirements. To do this, the Coordinator will proactively and fully inform her/himself, through subscribing to appropriate information services, industry bodies and attending all relevant and appropriate forums for discussing these issues.

Follow up actions may include:

- Seeking access or referral to, appropriate counselling and critical incident debriefing services to provide support to those affected within the service including children, families, employees and management.
- Observing children's reactions and behaviour;
- Supporting children to appropriately express thoughts and feelings;
- Providing a stable and nurturing environment with familiar routines;
- Supporting employees through team meetings and accessing relief employees to support when appropriate;
- Providing professional support and special leave when needed;
- Supporting families through meetings and written information;
- Managing media attention attracted by newspapers, radio and television through appropriate and effective methods of communication. This may involve nominating a media contact to manage the communication to ensure consistency of information and reduction in misinformation and speculation.

Ongoing actions may include:

- Monitoring and supporting children, families, employees, volunteers and students;
- Evaluating emergency and critical event management plans.

The Coordinator informs educators of all such changes and requirements through the educator training program (See Policy 8.4 – Educator Professional Development and Learning), regular team meetings and/or service communication book.

High risk activities and special events

High level risks and special events shall be identified from time to time within the program, through consultation with educators, management and other relevant stakeholders. Such events may include but are not limited to excursions and/or incursions.

The risk management process shall be conducted for each of the activities identified as a high risk or special event and shall be conducted prior to the scheduled timeframe for the event or activity.

All relevant stakeholders shall be informed of how the service intends to manage high level and special event risks and appropriate training and support for stakeholders will be made accessible.

Crisis and critical events

This may include emergency situations such as fire, flood, other natural disasters, external threats, evacuation etc.

Preventative measures shall be taken to prepare for critical events such as:

- Developing risk management plans for possible emergency situations (e.g. fire, flood). Management plans may include strategies for overnight stays and/or food restrictions;

The details of the crisis or critical event shall be documented on a service incident report and shall include the projected impact on the stakeholders within the service, immediate actions, follow up actions and ongoing actions.

Immediate actions may include:

- Carrying out plans as per the service risk management process;
- Ensuring immediate safety of those involved;
- Administering first aid;
- Reassuring children, families, employees, volunteers and students;
- Seeking assistance from emergency services and management;
- Accompanying children or others to hospital by ambulance when necessary.

Follow up actions may include:

- Seeking access or referral to, appropriate counseling and critical incident debriefing services to provide support to those affected within the service including children, families, employees and management.
- Observing children's reactions and behavior;
- Supporting children to appropriately express thoughts and feelings;
- Providing a stable and nurturing environment with familiar routines;

- Supporting employees through team meetings and accessing relief employees to support when appropriate;
- Providing professional support and special leave when needed;
- Supporting families through meetings and written information;
- Managing media attention attracted by newspapers, radio and television through appropriate and effective methods of communication. This may involve nominating a media contact to manage the communication to ensure consistency of information and reduction in misinformation and speculation.

Ongoing actions may include:

- Monitoring and supporting children, families, employees, volunteers and students;
- Evaluating emergency and critical event management plans.

Managing breaches of the Risk Management Strategy

Risk Management Plans for high risk activities and special events shall be monitored on a regular basis (annually or as required).

Information regarding the service's risk management strategy shall be shared with all relevant stakeholders including employees and families on a regular basis.

Management shall have overriding responsibility for overseeing the implementation of the process and for ensuring that any breaches of the service strategy are immediately rectified.

Communication and support

Information shall be made accessible to families, volunteers and employees regarding the service policies and procedures in relevant handbooks as well as having access to a full copy of the service policies and procedures through borrowing from the service.

Information shall be dispersed to families, volunteers and employees through appropriate newsletters, flyers and other methods of communication.

Training materials and strategies shall be made available and accessible to help employees, volunteers and parents identify and manage risks of harm.

10.10 Managing Compliance within the Service Policy

The service recognises that strategies must be in place to ensure ongoing compliance with relevant legislation. This policy is designed to identify the various legislation and government authorities where compliance is required and clear strategies for ensuring the service actively monitors compliance aspects.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Australian Government Department of Education Children's Services Handbook*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Duty of Care*

- *Family and Child Commission Act 2014*
- *Privacy Act 1988 and Regulations 2013*
- *NQS Area 6.1.3; 7.1; 7.2.2, 7.2.3; 7.3.*
- *Policies: 8.2 – Educational Leader Policy, 10.1 – Quality Compliance Policy, 10.5 – Approval Requirements under Legislation Policy, 10.6– Supervisor Certificate Policy, 10.7– Insuring Risks Policy, 10.9– Risk Management and Compliance Policy.*



Procedures

The service shall actively work towards compliance with:

- *Education and Care Services National Law, 2010 and Regulations 2011;*
- *National Quality Standards for Education and Care Services and School Age Care;*
- *Commonwealth Child Care Act 1972 (Child Care Benefit);*
- *Family and Child Commission Act 2014*
- *Work Health and Safety Legislation;*
- *Child Protection Legislation.*

Compliance monitoring strategies shall be implemented including:

- Developing compliance checklists for use within the service on a regular basis such as, safety checklists;
- Updating the compliance checklists on a regular basis or as new information regarding changes to the implementation of regulations, legislation or standards becomes available;
- Seeking reputable organizations to conduct external audits and to provide reports regarding compliance issues to the service on a regular basis;
- Acting on any relevant recommendations or notification to changes in compliance requirements immediately.

Information shall be made accessible to families, volunteers and employees regarding the service policies and procedures in relevant handbooks as well as having access to a full copy of the service policies and procedures through borrowing from the service.

Information shall be dispersed to families, volunteers and employees through appropriate newsletters, flyers and other methods of communication.

Positive Notice Blue Card Compliance

All employees, volunteers and executive members of management must hold a current and valid Positive Notice blue card.

Prospective paid employees shall not be engaged to work at the service until appropriate application for a blue card has been made. Required evidence of such application shall be maintained at the service.

A blue card register will be maintained at the service containing certified copies of blue cards of all employees, volunteers and executive members of management. The register shall be referred to by the Coordinator/Administrator on a regular basis to track expiry dates.

All employees, volunteers and executive members of management holding existing blue cards prior to their involvement with the service shall be required to complete appropriate documentation to have their engagement with the service recorded e.g. Authorisation to confirm a valid blue card.

All employees, volunteers and executive members of management shall be provided with information regarding their responsibilities in holding a blue card.

10.13 Purchasing Policy

The service management seeks to implement measures which provide financial governance, protection and minimize the risk of fraudulent, inappropriate or negligent financial practices. Such policy seeks to protect the financial reputation of the organisation and its ongoing viability.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *P&C Accounting Manual*
- *P&C Operations Manual*
- *P&C Purchasing Policy and Procedure*
- *NQS Area: 2.2.1; 3.1.1; 3.2.2; 6.1.2; 7.1.1; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 6.2 – Provision of Resources and Equipment, 10.3 – Budgeting and Planning, 10.9 – Risk Management and Compliance, 10.15 – Asset Management.*



Procedures

When purchasing is carried out within the service, the conduct of purchases will be in line with the following five principles:

- Open and effective communication;
- Value for money;
- Enhancing the capabilities of local business and industry;
- Environmental protection;
- Ethical behaviour and fair dealing.

The responsibility for ordering shall be with the service Coordinator who must ensure purchases are approved by the P&C Association and spending is contained within budget limits.

Ordering and purchasing authority is restricted to the Coordinator, Coordinator and Accounts Officer. Such authority may be transferred should other employees be required to act up in this position, but shall be limited to the approved budget. This may include purchasing through petty cash or the appropriate use of service accounts e.g. grocery account.

All purchases between \$0 - \$5,000 shall require a minimum of one quote by phone, in-store catalogue or online as per the Purchasing Policies and Procedures for P&C Associations manual. All purchases between \$5,001- \$20,000 shall require a minimum of two written quotes as per the Purchasing Policies and Procedures for P&C Associations manual.

Management shall ensure that the purchasing policy does not negatively impact on the efficient operations of the service and that all purchase requests are followed up in a timely manner.

All purchases over the budget limit must have the prior approval of the P&C Association, or if urgent the P&C Executive Committee.

The Coordinator has authority to approve spending up to \$500 in the event of a maintenance emergency (i.e. plumbing leaks or electrical faults) or an urgent maintenance issue where an item needs to be replaced like for like.

All purchases and payments shall be accompanied by an invoice which shall include the following information:

- Date of purchase;
- Supplier;
- Persons requesting purchase;
- Authorisation by two approved members of management;
- Purchase total.

10.14 Record Back Up and Off-Site Information Handling Policy

The Service acknowledges and recognises that considerable amounts of information pertaining to the daily and historical operations of the service are stored on computer or other files.

The storage and long-term maintenance of this information is vital in the monitoring of compliance activities and to prevent the service from losing valuable information therefore it is important to maintain effective storage procedures.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Commonwealth Child Care Act 1972 (Child Care Benefit)*
- *Family and Child Commission Act 2014*
- *Privacy Act 1988 and Regulations 2013*
- *NQS Area: 7.1.1; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 10.1 – Quality Compliance, 10.8 – Information Handling (Privacy and Confidentiality), 10.12 – Information Technology.*



Procedures

The coordinator (or another relevant person) shall be responsible for conducting a daily/weekly backup of the entire computer system. Some childcare management programs are web based (i.e. cloud computing) and may be automatically updated by the software provider.

A back-up of the entire service files shall be done internally.

Services may use web based (cloud) data storage systems for back-up and archiving of records. Records of back-up should be noted in the 'Computer Record Backup Book' with access to these records limited to the P&C Executive and the McDowall OSHC Coordinator. To ensure the safety and security of service records, password protection may be considered.

Storage of computer data shall be carried out in accordance with any requirements of the organizations insurer. This may involve completion of a risk management plan to ensure all foreseeable risks to data security are considered and managed appropriately.

Any data or memory sticks, compact disks or other computer storage devices purchased by the service, shall remain the property of the service.

No employee shall be permitted to copy files onto personal storage devices or to email information off site other than to an approved off site data storage company, unless express consent is provided by the employer.

10.15 Asset Management Policy

The service acknowledges and recognises the necessity to maintain a record of the financial and physical assets belonging to the service in order to meet with the requirements of audit, insurance and for future planning.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *NQS Area: 3.1.1, 3.1.2; 3.2.2; 7.3.2.*
- *Policies: 6.2 – Provision of Resources and Facilities, 10.3 – Budgeting and Planning, 10.13 – Purchasing.*



Procedures

An asset register shall be maintained which currently describes the property position of the service. The register shall include categories such as:

- Furniture;
- Electrical Equipment;
- Sporting Equipment;
- Utensils and Food Handling;
- Arts and Crafts (other than consumables).

Every fixed item purchased for the service (other than consumables) shall be entered into the register immediately following the purchase.

The details to be contained in the register in respect of purchases shall include:

- Date of purchase;
- Item (Categorised);

- Purchase price;
- Supplier;
- Warranty terms (if applicable).

Items may be disposed of during the year for many reasons including:

- Damaged;
- Aged;
- Other.

In the event that items are disposed of or written off, such items shall be reported to management using appropriate formats such as financial report or Coordinator's report and shall be duly recorded in the asset register.

The register shall be reviewed and updated annually in accordance with the financial year of audit.

10.16 Intellectual Property and Copyright Policy

The Service recognises that for the purposes of operating a McDowall OSHC service many written materials need to be developed to ensure compliance with relevant legislation. These written materials include, but are not limited to:

- Policies and procedures manuals;
- Handbooks;
- Operational Documents and Forms.

As a result, all materials developed by employees, volunteers or other agents, specifically for the operational purposes of the McDowall OSHC shall remain the Intellectual property of the service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Copyright Act 1968*
- *NQS Area: 7.1.2; 7.1.4; 7.3.2, 7.3.4.*
- *Policies: 8.2 – Educational Leader, 10.1 – Quality Compliance*



Procedures

Where employees are engaged to develop written materials specifically for the operational purposes of the service, these materials shall be dated and marked with the name of the service.

If appropriate the document shall be further marked with the words 'copyright' or the relevant symbol. The document shall also be labelled with the author of such document if considered appropriate.

Employees or other agents engaged by the service to produce written materials shall observe intellectual property laws ensuring that all direct quotations and ideas are appropriately referenced and acknowledged.

Materials that have been purchased and provide copyright authority shall be used specifically in accordance with the granted authority and permission for purpose.

All written materials shall be marked 'draft' until ratified by Management.

Copyright shall be strictly observed with all photocopying and distributing of documents other than those owned by the service which may be copied freely for use of the service.

10.17 Strategic Planning Policy

The service recognises and acknowledges the value of planning strategically to ensure the future and ongoing viability and growth of the service therefore management will review service operations regularly and take a planned approach to the organizations future.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *NQS Area: 3.1.1; 3.2.2; 3.3.2; 6.1.2; 7.2.3; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 6.2 – Provision of Resources and Equipment, 10.2 – role and Composition of Management Committee, 10.3 – Budgeting and Planning, 10.13 – Purchasing*



Procedures

The Coordinator/ is responsible for ensuring that the service has a current strategic plan and shall provide the following documents/resources for a 12-month preceding time period to enable the process, including but not limited to:

- Audited financial reports and budget;
- Attendance patterns;
- List of Policies and Procedures;
- Calendar of Events;
- Marketing materials/strategy;
- Others as required.

Service management may seek external support and advice in the process as required.

10.18 Court Orders and the Release of Children in Care Policy

The Service recognizes and acknowledges the diverse and changing circumstances of children's families and shall endeavour to implement a best practice approach to managing the duty of care, whilst respecting the needs of parents and the legal environment surrounding family obligations.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Family and Child Commission Act 2014*
- *Family Law Act 1975*
- *Privacy Act 1988 and Regulations 2013*
- *Child Protection Act 1999 and Regulations 2000*
- *NQS Area: 2.3.2; 4.2.1; 6.1.1, 6.1.3; 6.2.2; 7.1.1, 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.4 – Arrivals and Departures of Children, 9.2 – Enrolment, 9.3 – Communication with Families, 9.8 – Parent Conduct, 10.8 – Information Handling (Privacy and Confidentiality).*



Procedures

The service shall request that all families provide, upon enrolment of their child, certified copies of any legal documents and orders which may impact on the service to implement a duty of care.

The service shall request that all families, upon changing circumstances within the family unit, update their enrolment and provide certified copies of any legal documents and orders which may impact on the service to implement a duty of care.

The service shall inform all employees of the intent of the court orders whereas it applies to them and impact on their capacity to manage their own duty of care and that of the service towards the child/ren and family.

The service employees shall take a best practice approach to managing the needs of children and families with care and sensitivity and work with families to support them in the provision of care for their children.

Families with children attending McDowall OSHC who have custodial or parenting plans in place are responsible for ensuring they comply with set requirements. The service shall endeavour to release children within the conditions as outlined in the certified documents and/or orders. However, should the safety of other children or educators be at risk, children will be released and the custodial parent and/or police contacted immediately.

The service employees shall respect and maintain the confidential nature of the documents through application of privacy laws.

Information requested by parents relating to a child under a court order or parenting plan will be subject to the conditions as per the court order/parenting plan.

10.19 Policy Development, Sourcing and Review Policy

The service recognises and acknowledges the broad range of information sources including statutory documentation that is referred to and referenced either directly or indirectly in the development of policies and procedures.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *NQS Area: 6.1.2; 7.1.1; 7.2.1, 7.2.3; 7.3.2;*
- *Policies: 10.1 – Quality Compliance, 10.5 – Approval Requirements under Legislation, 10.10 – Managing Compliance within the Service*



Procedures

The service shall develop policies and procedures which reflect the true nature of the service's operations. All policies shall be ratified by the P&C Association.

The service shall ensure that generic policy documents are reviewed and specified to meet the individual and unique circumstance of the service.

Sourcing of policies shall where possible include reference to expert documentation, resources, guidelines and principles as associated with such policy.

Sourcing of policies from electronic sources including the internet shall include a date in which such source was accessed. Policy sourcing should also be mindful of other provision such as copyright laws and appropriate referencing styles. Relevant Laws and other Provisions shall be articulated and considered also as policy reference and source points.

Policies shall be reviewed annually, according to a predetermined schedule or as required.

Policies shall be dated at ratification and for review.

10.20 Environmental Policy

1. PURPOSE

The purpose of the Environmental Policy is to provide the guidelines and framework to ensure that the sustainability objectives of McDowall OSHC.

2. RESPONSIBILITY

The Centre Coordinator is responsible for maintaining the Environmental Policy and ensuring that it remains consistent with the Centre's main business operations.

3. SCOPE

The Environmental Policy covers all the normal business activities of the Centre relating to the provision of childcare services.

4. OBJECTIVES (Commitment Statement)

We are committed to taking an active role in caring for our environment and contributing to a sustainable future.

5. SUSTAINABILITY ACTION PLAN

In order to help meet these objectives, a Sustainability Action Plan will be developed and regularly monitored. The Sustainability Action Plan will include all the action steps that are required to meet the above objectives. In addition:

- Each action step shall have a specific deliverable and an expected timeframe.

- Progress against each action step shall be monitored regularly,
- Action steps shall be updated or revised accordingly.

6. SUSTAINABILITY COMMITTEE

The Centre will establish a Sustainability Committee made up of staff from various areas and will seek external support as required.

The Sustainability Committee shall meet once a month at a time determined by the committee.

The Sustainability Committee will be a formal working committee however will only have the authority to recommend a course of action to the Centre Coordinator.

7. ENVIRONMENTAL COMPLIANCE

The Centre will comply with all relevant environmental acts and regulations issued by Federal, State and Local government bodies.

8. ENVIRONMENTAL PROCUREMENT

Environmental considerations will be taken into account when purchasing goods and services on behalf of the Centre. In particular:

- When purchasing products, consideration will be given to items that are made from sustainably derived materials, have recycled content or can be reused or refilled.
- When purchasing or using cleaning supplies, consideration will be given to items that are environmentally responsible, non-toxic and phosphate free.
- When purchasing office machines, computer equipment and appliances, preference will be given to items that have an Energy Star rating of 4 stars or more.
- Locally produced goods and services will be given preference to interstate or imported goods and services in order to reduce travel related emissions.

Underpinning this environmental procurement philosophy is an assumption that all other factors in the purchasing decision are also taken into account such as price, quality, availability, accessibility and service.

9. ENVIRONMENTAL LEARNING ACTIVITIES

Environmental learning activities for children will be developed and approved by the Centre Coordinator in order to teach children an understanding and respect for the environment. In particular environmental activities will be designed and introduced to children that:

- Develop their life skills, such as growing and preparing food, waste reduction and recycling,
- Teach them an appreciation of the natural environment and the interdependence between people, plants, animals and the land,
- Encourage energy efficiency practices such as switching off unused lights, appliances and computers in the office
- Build a sense of responsibility for caring for the natural environment.
- Paper which is non-confidential will be recycled in the office
- All paper from the playroom will be put into a recycle bin – not general waste
- Scrap paper from the office will be utilized by children in the playroom, where possible.

10. WASTE MANAGEMENT

The Centre will adopt general waste management principles with a view to maximising the level of recycling and minimising general waste sent to landfill.

- Red bin for plastics and bottles is in place
- Green bin for recycling paper and cardboard is in place
- Compost bin and a worm farm are also in place

11. ENERGY EFFICIENCY

The Centre will adopt energy efficiency practices to minimise the amount of electricity and gas used in the normal course of business.

- Posters to remind staff to switch off lights are present
- **Green stickers to be put on the half flush button on the toilet**

12. PARENT/FAMILY INVOLVEMENT

Parents and Families will be encouraged to practice waste management and energy efficiency techniques at home to allow children to receive a consistent message.

Parents and Families will be regularly advised of the sustainability activities that children are involved in and will be asked to participate in various sustainability events and communal working sessions.

13. REVIEW

This policy will be reviewed on an annual basis by the Sustainability Committee.

10.21 Service Closures Policy

The Service acknowledges that there may be times when the service is required to close due to planned or unforeseen circumstances. The service recognises that effective communication procedures must be in place to ensure all families are notified if closure of the service is expected.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Australian Government Department of Education Children's Services Handbook*
- *NQS Area: 7.3.2, 7.3.5*
- *Policies: 9.3 – Communication with Families, 9.3 – Communication with Community.*



Procedures

The service will operate as per the approved and advertised opening hours for each session of care where Child Care Benefit is claimed unless approval is given by the regulatory authority (Office for Early Childhood Education and Care (OECEC)) and the Australian Government Department of Education.

The service will not close early due to children being collected prior to the approved and advertised closing time, unless prior approval has been granted by the regulatory authority (Office for Early Childhood Education and Care (OECEC)) and the

Australian Government Department of Education.

Closure of the service may occur in the following instances:

- Extreme weather conditions;
- Emergency situation, such as fire or other external threat;
- Loss of power and/or water.

Determination for closure will be made in consultation with management and/or other emergency services personnel, if relevant.

In the case of closure of the service, the coordinator will:

- Contact families to collect the children from the service; and
- Ensure the safety of all children and educators involved.

10.22 Determining the Responsible Person Policy

The Approved Provider must ensure that the education and care service has a responsible person in day to day charge of the service. This policy outlines the process for determining the responsible person.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *NQS Area: 4.2.1; 7.1; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 10.1 – Quality Compliance, 10.6 – Service Supervisor Certificate Policy, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality).*



Procedures

A responsible person must be present at all times when the service is educating and caring for children. If the nominated supervisor is absent, the approved provider or a service (certified) supervisor placed in day-to-day charge of the service can be the responsible person.

The nominated supervisor of the service must meet the requirements/conditions of the *Education and Care Services National Law Act 2010 and Regulations 2011*.

In the absence of the nominated supervisor, the approved provider or nominated supervisor will place in day to day charge of the service a service (certified) supervisor with their written consent. This person must meet the requirements/conditions of the Education and Care Services National Law 2010 and Regulations 2011 with regard to ensuring fitness and propriety.

In determining the responsible person, the Approved Provider will also consider the capacity of this person to ensure children's safety and wellbeing, having regard to their qualifications, experience and age. This includes the person's:

- understanding of the *Education and Care Services National Law Act 2010 and Regulations 2011*
- understanding of other relevant laws and provisions such as Work Health, Food Handling, etc.

- capacity to implement emergency and evacuation procedures
- ability to attend to parent inquiries (either directly or by referral)
- capacity to supervise, manage and lead other educators
- ability to respond to incidents involving children's health and safety
- ability to respond to incidents involving the health and safety of educators, volunteers and family members present at the service
- knowledge (extensive) of service policies and procedures including opening/closing procedures
- Capacity to ensure the safety and wellbeing of all children being educated and cared for while they are the responsible person
- ability to effectively make written records of incidents
- ability to effectively communicate with children, families, staff, school and relevant authorities
- ability to reflect and evaluate their performance as the responsible person
- ability to understand and articulate practice

The approved provider will maintain a staff record including the name of the responsible person at the service for each time that children are being educated and cared for by the service.

- In accordance with regulatory requirements, a sign stating the name and position of the responsible person in charge must be displayed at all times children are being educated and cared for.

10.23 Provision of Information Policy

The Approved Provider recognises the importance of making available to families' particular information regarding children's participation and attendance at the service. Information shall be made available to families upon request so long as the request is reasonable, equitable and lawful.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Privacy Act 1988 and Regulations 2013*
- *NQS Area: 1.1.4; 2.1.1, 2.1.4; 2.2.1; 6.1.1, 6.1.3; 6.2.1; 6.3.2, 6.3.3; 7.1.1; 7.3.1, 7.3.2, 7.3.4, 7.3.5*
- *Policies: 2.4 – Arrivals and Departures of Children, 2.6 – Behaviour support and Management, 2.7 – Exclusion for Behavioural Reasons, 2.9 – Inclusion and Anti-Bias, 2.11 – Including Children with Special/Additional Needs, 2.13 - Use of Photographic and Video Images of Children, 2.14 – Bookings and Cancellations, 2.15 – Children's Property and Belongings, 3.1 - Educational Program Planning, 3.2 - Program and Documentation Evaluation, 3.4 – Homework, 3.5 – Excursions, 3.7 - Physical Activity, 3.8 - Extra-curricular Activities, 3.10 - Observational Recording, 4.5 - Illness and Injury, 4.6 – Medication, 4.10 - Anaphylaxis Management, 4.15 – Asthma, 5.2 - Food and Nutrition, 5.6 - Menu Development, 9.2 – Enrolment, 9.3 - Communication with Families, 9.5 - Complaints Handling, 9.6 - Parent and Community Participation, 10.8 - Information Handling (Privacy and Confidentiality), 10.10 - Managing Compliance within the Service.*



Procedures

Parents may request information from the approved provider with regard to their child/ren's participation and attendance at the service. However, in the instance that there is a court ordered custodial

arrangement/parenting order in place, the service will ensure any or all information requested is in accordance with such parenting orders. This information may include (but is not limited to):

- The enrolment records
- Participation in the program
- Dietary requirements and menus
- Attendances
- Fee payments
- Records of child care benefits
- Incident/accident reports

Sources of information such as those identified may be requested either in person or in writing to the delegate of the approved provider.

Where this information does not breach confidentiality to any other person it will be provided upon request in the form of a written record or statement.

The Approved Provider will only make access to information of a sensitive nature that is not requested for a general purpose upon written request which details the nature for which the information is being requested and the timeframe in which it is required.

Information requested by parents relating to a child under a court order or parenting plan will be subject to the conditions as per the court order/parenting plan.

When necessary, a legally certified request may be required. Costs associated with the provision of information that is not for a general purpose may be negotiated, particularly if the gathering and collating of those records is comprehensive.

10.24 Privacy Policy

The Service respects and supports the principles of privacy and confidentiality and complies with the Australian Privacy Principles in relation to information gathered and stored by the service. Personal information collected may include family, health or medical information however all information gathered is relevant to ensure quality care is provided to the children and families who use the service.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Privacy Act 1988 and Regulations 2013*
- *Privacy Act, 2000 (Commonwealth) and amendments*
- *Privacy Amendment (Enhancing Privacy Protection) Act 2012*
- *NQS Area: 1.1.4; 1.2.1, 1.2.3; 2.1.1; 2.3.3, 2.3.4; 4.2.1; 6.1.1, 6.1.3; 6.2.1; 6.3.2, 6.3.3, 7.1.1, 7.1.2, 7.1.5; 7.2.1; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.10 – Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 2.13 – Use of Photographic and Video Images of Children, 3.10 – Observational Recording, 8.3 –*



Procedures

Through the procedures of this policy, the Service complies with the Australian Privacy Principles (APPs) from the *Privacy Amendment (Enhancing Privacy Protection) Act 2012*.

The service aims to manage personal and sensitive information in an open and transparent way, with clear guidelines relating to the collection and storage of personal information.

For the purposes of providing child care and in order to fulfil its duty of care to families and children using the service, the following information is collected from parents/guardians through the enrolment process:

- Full name, address, contact numbers, date of birth and Centrelink reference number for each parent/guardian;
- Full name, address and contact number of emergency contact nominees;
- Family cultural information;
- Children's medical details;
- Children's dietary requirements;

Enrolment forms containing personal information are stored in a secure and confidential storage facility within the McDowall OSHC office. The Coordinator/Approved Provider or their nominated representative shall have access to this confidential information however, in order for the service to provide quality care to each child, permission will be sought to enable the provision of certain information to be shared amongst the educator team.

Personal and sensitive information may be collected throughout the course of providing care to children.

Family enrolment and other personal information can be accessed for the purposes of correcting information held by the service. Requests must be made to the Coordinator/Nominated Supervisor/Approved Provider and will include verification of the right to access such personal information.

Individuals have the option of not identifying themselves or using a pseudonym when dealing with the service in particular circumstances, such as complaints processes however, this may limit the capacity of the service to effectively deal with issues as a result.

Grievances and complaints relating to the service's handling of personal information must be in writing and will be dealt with as per the service's Complaints Handling Policy.

Through the family enrolment process, permission will be sought for personal and private information to be shared with other health and/or medical professionals, if necessary, in order to ensure the health and wellbeing of children attending the service.

References

Australian Government. (2014, January). Privacy Fact Sheet 17. Retrieved from Office of the Australian Information Commissioner.

10.25 Single Staff Member Policy

The Approved Provider is responsible for ensuring the safety of the children in its care and employees of the service. This policy and procedure has been developed to minimize the potential risks where the service operates with a single educator is on duty and working with the children.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Duty of Care*
- *NQS Area: 2.3; 4.1, 4.2.1; 5.1; 6.1.3; 7.1, 7.3.2, 7.3.3, 7.3.5*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.3 – Educator Ratios, 2.14 – Bookings and Cancellations, 3.11 – Escorting Children, 7.2 – Drills and Evacuations, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.10 – Employee Orientation and Induction, 8.13 – Employee Health, 9.2 – Enrolment, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance, 10.22 – Determining the Responsible Person.*



Procedures

In determining the need for the service to operate with a single staff member, Management will be guided by the Education and Care Services National Regulations 2011 and the transitional provisions for Queensland, which set out the following:

- A maximum of 15 school age children to 1 educator;
- Educators must be working directly with children to be included in the ratios.

The Service may operate with a single educator during certain periods of care (such as before school care), where attendances are below the educator/child ratio requirements as per the Education and Care Services National Regulations 2011.

A supervisory management plan, to guide practice when using a single educator ratio model, will be developed in consultation with management, educators, families and children and will consist of procedures relating (but not limited) to:

- Injury, illness or trauma to educators;
- Toileting procedures for educators;
- Managing children's behavior incidents;
- Managing attendance of children with no booking; or
- Injury, illness or trauma to children which requires significant individual attention of the educator.

Educators delegated to work in the capacity of a single staff member will be determined by the approved provider as a responsible person, with the relevant notification at the service to be visible at the parent area.

The approved provider will ensure that the educator delegated to work as the single staff member (whether or not the nominated supervisor), has the required academic qualifications, first aid qualifications, anaphylaxis management and emergency asthma management training as prescribed under the Education and Care Services National Regulations 2011.

The approved provider will ensure that any educator delegated to work as the single staff member will have provided to them, and be kept on site, details of an emergency contact as well as details of any relevant medical conditions that could result in medical attention being required (e.g. diabetes).

To ensure the correct educator/child ratios are adhered to, parents/guardians will be requested to make a booking for their child as soon as reasonably possible. (See Policy 2.14 - Bookings and Cancellations).

In the event that children arriving at the service for care without notice will put the service in breach of educator/child ratios, the responsible person in charge will implement procedures as per the service supervisory management plan.

The approved provider will ensure that the single educator on duty has access to an operating telephone (mobile or fixed) whenever children are being cared for.

The name and telephone number of nominated contacts (who are on call and available when the service is operating) will be clearly displayed near the service telephone.

Emergency procedures and evacuation plans are developed in consultation with the children and are on display at all times. Children will be made aware of procedures required in the event of an emergency situation involving the single educator. This may include contacting another adult or the emergency services. These procedures will be practiced regularly.

Appendix : A

Key Terms used in this manual

In this Manual, the following expressions have the meaning shown:

'Education and Care Services National Law Act, 2010' is available on line at [http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/51dea49770555ea6ca256da4001b90cd/B73164FE5DA2112DCA2577BA0014D9ED/\\$FILE/10-069a.pdf](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/51dea49770555ea6ca256da4001b90cd/B73164FE5DA2112DCA2577BA0014D9ED/$FILE/10-069a.pdf)

"Regulations 2011" means Regulations issued under the Education and Care Services National Law 2010 and is available on line at www.acecqa.gov.au.

"Duty of Care" means the legal duty which people have, under the rules of negligence, to take care to protect others from harm. The rules of duty of care are not found in a statute instead, these rules come from case law decided by the courts and are always changing. For a brief explanation of duty of care, see Chapter 3 of this Manual. However Services must always take careful and ongoing advice to understand its obligations under the legal duty of care of those who have the care of children.

"ACECQA" means the Australian Children's Education and Care Quality Authority (go to www.acecqa.gov.au for more information).

"NQF" means National Quality Framework (see Chapter 3).

“National Quality Standards” means the 7 Quality Areas as articulated in the Guide to the National Quality Standard, published by the Australian Children’s Education and Care Quality Authority (NB these are as at the date of publication; users must check on the ACECQA website whether there have been any changes since publication of this Manual).

“Quality Officer” means the Coordinator or other person appointed to make sure that the Service complies with the NQS requirements (see Policy 10.1).

“Standard” is a reference to one of the numbered Standards, which falls under one of the 7 NQS Areas. For instance, a reference to ‘4.1’ means Standard 4.1, which is to be found in Quality Area 4, which relates to staffing arrangements.

“Element” is a reference to one of the numbered Elements, which falls under one of the 7 NQS Areas. For instance, a reference to ‘6.1.1’ means Element 6.1.1, which is to be found in Quality Area 6, which relates to effective enrolment and orientation processes for families.

“SAC” means School Age Care.

“(Part 4.2)” or “(90(2))” or other similar references which appear in any of the sample policies or procedures is a reference to the numbered section or sections of the *Education and Care Services National Regulations, 2011*.

Appendix: B

Resources

Some useful information can also be obtained from:

Education and Care Services National Law 2010 available from [http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/51dea49770555ea6ca256da4001b90cd/B73164FE5DA2112DCA2577BA0014D9ED/\\$FILE/10-069a.pdf](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/51dea49770555ea6ca256da4001b90cd/B73164FE5DA2112DCA2577BA0014D9ED/$FILE/10-069a.pdf)

Information on Blue Card Services - protection of children, obtaining worker clearances etc can be obtained from the Blue Card Services at <http://www.bluecard.qld.gov.au/>

All other Queensland legislation is available from www.legislation.qld.gov.au
Child Care Act, 1972 (Cwlth) available from Australian Government Printers

Queensland Children’s Activities Network (QCAN) Inc. at www.qcan.org.au

Health and infectious diseases information is available from the Commonwealth Government at a number of sites, including www.health.gov.au and www.cda.gov.au or from Queensland Health at www.health.qld.gov.au

Australian Standards (eg equipment, risk management, food handling etc) are available for purchase from Standards Australia <http://www.standards.org.au>

Workplace Health and Safety information is available from the Queensland Department of Industrial Relations at <http://www.deir.qld.gov.au/workplace>

Information on child care issues generally are available from the Queensland Government Department of Education and Training - Office for Early Childhood Education and Care at <http://deta.qld.gov.au/earlychildhood>

	POLICY	Date of Development/ Reviewed	Date Ratified	Date of Review/Updated
1.1	Philosophy Statement	Feb 2012 Oct 2013	May 2013 Nov 2013 Oct 2014	Under review August 2019
1.2	Goals	Feb 2012	May 2013 Oct 2014	
2.1	Respect for Children	Feb 2012	May 2013	
2.2	Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm Policy	Feb 2012	May 2013	Feb 2015
2.3	Educator Ratios	Feb 2012	May 2013	
2.4	Arrivals and Departures of Children	Feb 2012	May 2013	9 th March 2016
2.5	Reporting of Child Abuse	Feb 2012	May 2013	Feb 2015
2.6	Behaviour Support and Management	Feb 2012	May 2013	
2.7	Exclusion for Behavioural Reasons	Feb 2012	May 2013	
2.8	Anti-bullying	Feb 2012	May 2013	
2.9	Inclusion and Anti-bias	Feb 2012	May 2013	
2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm Policy	Feb 2012	May 2013	Feb 2015
2.11	Including Children with Special/Additional Needs	Feb 2012	May 2013	
2.12	Managing Duty of Care - Non-Attending Children	Feb 2012	May 2013	
2.13	Use of Photographic and Video Images of Children	Feb 2012	May 2013 Oct 2014	Oct 2015
2.14	Bookings and Cancellations	Feb 2012 Sept 2013	May 2013 Oct 2013 Sept 2014	Sept 2015 June 2016
2.15	Children's Property and Belongings	Feb 2012 Aug 2013	May 2013	
2.16	Promoting Protective Behaviours Policy	May 2013	May 2013	
2.17	Children Accessing the Internet Policy	Feb 2014		
2.18	Cyber-bullying Policy	Feb 2014		
2.19	Children's Media Viewing Policy	Feb 2014		
2.20	Supervision of Children Policy	Feb 2014		
2.21	Children's Transition to McDowall OSHC	Feb 2015		June 2019
2.22	Interactions with Children	Feb 2015		
2.23	Children's Participation and Decision Making	June 2016		
2.24	Statement of Intent for Children's Play	June 2016		
3.1	Educational Program Planning	Feb 2012	May 2013	
3.2	Program and Documentation Evaluation	Feb 2012	May 2013	
3.3	Educators Practice	Feb 2012	May 2013	
3.4	Homework	Feb 2012 Oct 2013	May 2013 Nov 2013	Nov 2014
	POLICY	Date of Development/ Reviewed	Date Ratified	Date of Review/Updated
3.5	Excursions	Feb 2012 Feb 2013	May 2013 Mar 2013 Oct 2014	
3.6	Transport for Excursions	Feb 2012	May 2013	

		Jun 2013	July 2013	
3.7	Physical Activity	Feb 2012	May 2013	
3.8	Extra-curricular Activities	Feb 2012 Jul 2013	May 2013	
3.9	Creative and Expressive Arts	Feb 2012	May 2013	
3.10	Observational Recording	Feb 2012	May 2013	
3.11	Escorting Children	Feb 2012	May 2013	
3.12	Sustainability Practices Policy	May 2013	May 2013	
3.13	Water Safety Policy	May 2013	May 2013	
3.14	Valuing Diversity, Culture and Reconciliation Policy	May 2013	May 2013	
3.15	Cooking with Children Policy	May 2013	May 2013	
4.1	General Health and Safety	Feb 2012	May 2013	
4.2	Infectious Diseases	Feb 2012	May 2013	
4.3	Hygiene	Feb 2012 Feb 2014	May 2013	
4.4	Preventative Health and Wellbeing	Feb 2012 Aug 2013	May 2013	Feb 2015
4.5	Illness and Injury	Feb 2012	May 2013	Feb 2015 June 2016
4.6	Medication Policy	Feb 2012 Sept 2013	May 2013	Feb 2015
4.7	Keeping of Animals	Feb 2012	May 2013 Oct 2014	Feb 2015
4.8	Sun Safety Policy	Feb 2012 Oct 2013	May 2013 Nov 2013	
4.9	Children's Toileting	Feb 2012	May 2013	
4.10	Anaphylaxis Management	Feb 2012 Feb 2014	May 2013 Mar 2014	Feb 2015
4.11	Emergency Health and Medical Procedure Management	Feb 2012	May 2013	
4.12	Non Smoking	Feb 2012	May 2013	
4.13	First Aid Waste Management	Feb 2012	May 2013	
4.14	Infectious Diseases Response Strategy	Feb 2012	May 2013	
4.15	Asthma Management Policy	Feb 2012 Oct 2013	May 2013 Nov 2014	Oct 2014 Feb 2015
4.16	Vehicle Restraint	Feb 2012 Sept 2013	May 2013	
4.17	Children with Medical Conditions Policy	Feb 2015		
4.18	Sample Medical Conditions Risk Minimisation Plan	Feb 2015		
4.19	Childhood Immunisation	June 2016		
5.1	Food Handling and Storage	Feb 2012 Feb 2014	May 2013	June 2016
5.2	Food and Nutrition	Feb 2012 Feb 2014	May 2013	
5.3	Food Act Compliance	Feb 2012 Feb 2014	May 2013	
5.4	Food Audit	Feb 2012 Feb 2014	May 2013	
5.5	Cleaning and Sanitising	Feb 2012 Feb 2014	May 2013	
5.6	Menu Development Policy	May 2013	May 2013	
	POLICY	Date of Development/ Reviewed	Date Ratified	Date of Review/Updated
6.1	Space and Facilities Requirement	Feb 2012	May 2013	
6.2	Provision of Resources and Equipment	Feb 2012	May 2013	
6.3	Workplace Health and Safety	Feb 2012	May 2013	
6.4	Shared Facilities	Feb 2012	May 2013	

6.5	Use and Maintenance of Air Conditioning	Feb 2012	May 2013	
6.6	Management of Poisonous Plants and Fungi	Feb 2012	May 2013	
7.1	Emergency Equipment and Facilities	Feb 2012	May 2013	
7.2	Drills and Evacuations	Feb 2012 June 2014	May 2013	
7.3	Harassment and Lockdown	Feb 2012 June 2014	May 2013	
7.4	Fire Safety Compliance	Feb 2012	May 2013	
7.5	Extreme Weather Policy	May 2013 Feb 2014	May 2013	
8.1	Role and Expectations of Educators	Feb 2012	May 2013	
8.2	Educational Leader	Feb 2012	May 2013	
8.3A	Recruitment and Employment of Educators	Feb 2012	May 2013	Feb 2019
8.3B	Equal Employment Opportunity Policy	Feb 2012	May 2013	Feb 2019
8.4	Educator Professional Development and Learning	Feb 2012	May 2013	Feb 2019
8.5	Volunteers	Feb 2012	May 2013	
8.6	Employee and Volunteer Grievance	Feb 2012	May 2013	Feb 2019
8.7	Workplace Harassment and Bullying	Feb 2012	May 2013	Feb 2019
8.8	Employee Performance Monitoring, Review and Management	Feb 2012	May 2013	
8.9	Employee Code of Conduct	Feb 2012	May 2013	Feb 2014
8.10	Employee Orientation and Induction	Feb 2012	May 2013	
8.11	Employee Leave	Feb 2012	May 2013	Feb 2019
8.12	Employee Qualifications – Monitoring Progress	Feb 2012	May 2013	
8.13	Employee Health	Feb 2012	May 2013	
8.14	Employee Online Social Networking	Feb 2012	May 2013	
8.15	Children of Employees	Feb 2012	May 2013	
8.16	Employee Immunisation	Feb 2012	May 2013	
8.17	Fit for Work	Feb 2012	May 2013	
8.18	Educator Pregnancy Policy	Feb 2012	May 2013	
8.19	Educator Dress Code	Feb 2012 Oct 2014	May 2013	
8.21	Educator Uniform and Personal Presentation Policy	Feb 2015		June 2019
8.22	Discipline Procedures Policy	Feb 2012	May 2013	Feb 2019
8.23	Overtime and Time Off In Lieu Policy	Feb 2012	May 2013	Feb 2019
8.24	Rostered Day Off Policy	April 2016	April 2016	Feb 2019
9.1	Access	Feb 2012	May 2013	
9.2	Enrolment	Feb 2012	May 2013	June 2016
9.3	Communications with Families and School Staff	Feb 2012	May 2013	
9.4	Communication with Community	Feb 2012	May 2013	9 th March 2016
9.5	Complaints Handling	Feb 2012	May 2013	
9.6	Parent and Community Participation	Feb 2012	May 2013	
9.7	Management of Intoxicated or Persons Under the Influence	Feb 2012	May 2013	
9.8	Parent, Guardian & Authorised Nominee Conduct	Feb 2012 Oct 2013	May 2013	
9.9	Priority of Access Policy	Feb 2012	May 2013	June 2019
9.10	Acceptance and Refusal of Authorisation Policy	May 2013	May 2013	Feb 2015
10.1	Quality Compliance	Feb 2012	May 2013	
	POLICY	Date of Development/ Reviewed	Date Ratified	Date of Review/Updated
10.2	Role and Composition of Management Committee	Feb 2012	May 2013	
10.22	Determining the Responsible Person	Feb 2015		
10.23	Provision of Information Policy	Feb 2015		
10.25	Single Educator on Duty Policy	Feb 2015		

10.3	Budgeting and Planning	Feb 2012	May 2013	
10.4	Fees	Feb 2012 May 2014	May 2013 June 2014 Oct 2014	Sept 2015 June 2016 Nov 2019
10.5	Approval Requirements under Legislation	Feb 2012	May 2013	
10.6	Service Supervisor Certificate	Feb 2012 Oct 2013	May 2013	Feb 2015
10.7	Insuring Risks	Feb 2012	May 2013	
10.8	Information Handling (Privacy and Confidentiality) Policy	Feb 2012 Oct 2013	May 2013	Feb 2014
10.9	Risk Management and Compliance	Feb 2012	May 2013	
10.10	Managing Compliance within the Service	Feb 2012	May 2013	
10.11	Management Code of Conduct	Feb 2012	May 2013	
10.12	Information Technology Policy	Feb 2012	May 2013	Feb 2014
10.13	Purchasing	Feb 2012	May 2013	
10.14	Record Back-up and Off-site Information Handling	Feb 2012	May 2013	Feb 2014 Feb 2015
10.15	Asset Management	Feb 2012	May 2013	
10.16	Intellectual Property and Copyright	Feb 2012	May 2013	
10.17	Strategic Planning	Feb 2012	May 2013	
10.18	Court Orders and the Release of Children in Care	Feb 2012 Oct 2013	May 2013	Feb 2015
10.19	Policy Development, Sourcing and Review	Feb 2012	May 2013	
10.20	Environmental Management Policy	May 2013	May 2013	
10.21	Service Closures Policy	May 2013	May 2013	Feb 2015
10.22	Determining the Responsible Person Policy	May 2013	May 2013	
10.23	Provision of Information Policy	May 2013	May 2013	