



Chester Hill Neighbourhood Centre Inc.

Child Care Policies- Outside Of Hours School Care

Updated July 2021



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CHESTER HILL NEIGHBOURHOOD CENTRE INC.

MISSION STATEMENT

TO HELP In the relief of poverty, distress and misfortune affecting residents of the Canterbury Bankstown and surrounding suburbs, in collaboration with other agencies.

TO DIRECT those needing help to the most appropriate resource centre if assistance is beyond our own resources.

TO DEVELOP a community where the principles of social justice and access & equity are practiced and where the disadvantaged are encouraged to decide their own futures and make their own choices.

TO SEEK appropriate funding to address the identified needs of the community and provide suitable facilities for the Chester Hill Neighbourhood Centre to function effectively.

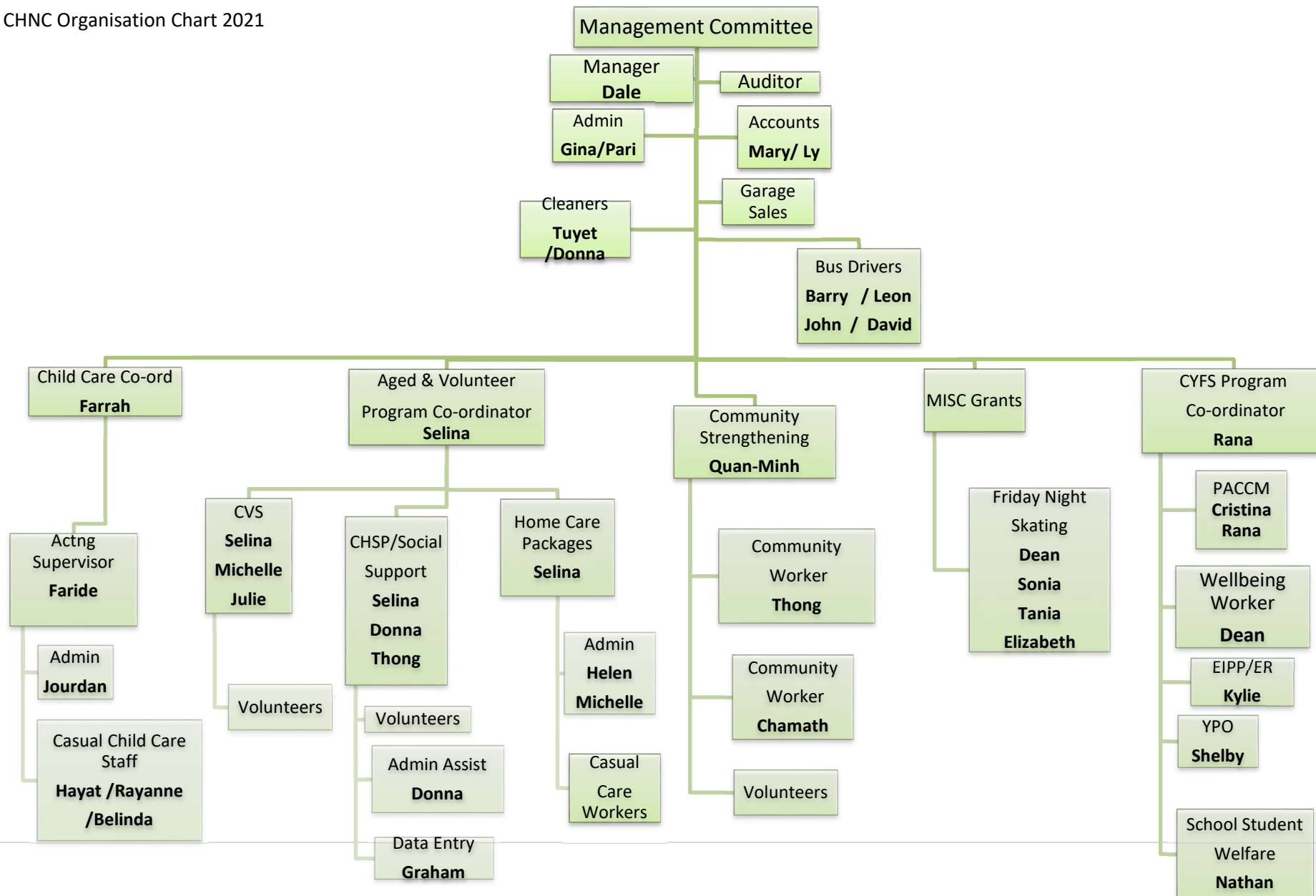


Service Philosophy

At Chester Hill Neighbourhood Centre Out of School Hours Care our philosophy reinforces everything we do from interactions with children, to families and finally the overall community. Our values provide guidance in what we try to accomplish to the best of our ability every day. Honesty, creativity, education, respect and consistency are embedded in our routine, curriculum and every day conversation with our children. Our service prides itself on providing a safe, respectful, enriching and culturally diverse environment for our children as individuals and as part of a community. We believe in children's capability to flourish as well as their capacity to succeed. Our services delivers curriculum and programs that challenges the mind, builds curiosity as well as the want to learn in order to exceed their education. We value our centre to be a part of children's education and creativity. We as educators understand that families, schools and the wider community are all influential teachers for our children. Families and schools are encouraged to be wilfully involved in our curriculum, programs as well as social events. Our curriculum consists of child-centred activities and culturally diverse activities to aid in teaching children to respect and value their differences and teaching strategies to enhance their schooling. Our programs reflect the National Quality Framework, and The Education and Care Services National Law and Regulations. Our educators are well informed, certified and experienced, we believe in the role of our educators teaching children in our services respect, for themselves, each other, their environment and their cultural differences. Out of School Hours Care should be exciting and surrounded by new experiences.



CHNC Organisation Chart 2021





Educational Program and Practice



Additional Needs Policy

Purpose:

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to be responsible for each child, irrespective of additional needs and abilities. Providing and maintaining a supportive and inclusive environment that sanctions each child to fully participate in its education and care. Educators will remain encouraging, unprejudiced and authentic, ensuring that all children are treated equally and fairly and can grow and develop to their individual potential. This policy applies to children, staff, management and visitors of the Out of School Hours Service.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
155	1.1.1	- Parent Handbook	- Australian Children's
156	3.1	- Staff Handbook	Education & Care
157	3.1.1	- Anti-Bias & Inclusion	Quality Authority
	3.2.1	- Code of Conduct	
	3.2.2	- Educational Program	- Guide to the
	5.1	- Interaction with Children, Family and Staff	Education and Care
	5.1.1	- Enrolment & Orientation	Services National Law
	5.1.2	- Confidentiality	and the Education
	6.1		and Care Services
	6.1.1		National Regulations
	6.1.2		- ECA Code of Ethics.
	6.2		- My Time Our Place
	6.2.2		- Revised National
			Quality Standard
			- Child Safe Principles
			2, 3, 4, 8

Implementation:

In accordance with The National Quality Standard, our Out of School Hours Service positively responds to and welcomes children with additional needs who -

- Are Aboriginal or Torres Strait Islander



- Are recent arrivals in Australia
- Have a culturally and linguistically diverse background
- Live in isolated geographic locations
- Are experiencing difficult family circumstances or stress
- Are at risk of abuse or neglect
- Are experiencing language and communication difficulties
- Have a diagnosed disability—physical, sensory, intellectual or autism spectrum disorder
- Have a medical or health condition
- Demonstrate challenging behaviours and behavioural or psychological disorders
- Have developmental delays
- Have learning difficulties
- Are gifted or have special talents
- Have other extra support needs.

Co-ordinator/Nominated Supervisor Will Ensure:

- The indoor and outdoor environment and equipment is designed or adapted to ensure access and participation for all children to support the inclusion of children with additional needs.
- The program and curriculum is inclusive and meets the individual needs of children with additional needs.
- The Out of School Hours Service works with external professionals and families to certify the educational program and learning environment is most suited to each child with additional needs, including children and families from culturally diverse backgrounds. We will keep a copy of any specific plans or instructions provided by external resource providers and professionals for children with additional needs.
- Children's sensory sensitivities to pressure, texture, smell, noise or visual expectation of the environment or colour is considered within the environment.
- Children are encouraged to feel safe and secure during their education and care at the Service by developing trusting relationships with educators, other children and the community.
- They encourage families to meet with the Educators who will be working with the child to converse and comprehend the child's needs and to certify the suitable resources and support provided to both the family and the child is appropriate.
- They support educators through professional development and networking with professional agencies to certify educators are meeting the needs of each child with additional needs.
- They seek assistance, training and where possible, financial funding from inclusive support agencies to promote the development of skills in children with identified additional needs.



- Confidentiality for children and families is maintained

Educators Will:

- Treat children equally and fairly regardless of perceived dissimilarities
- Create an inclusive program, which is adaptable and supportive of all children
- Advocate for children's rights
- Create a flexible environment, which can be adapted to each child's needs within the Out of School Service to support the inclusion of children with additional needs.
- Implement programming experiences and activities, encouraging children to explore and participate.
- Listen carefully to children's concerns and discuss diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour.
- Work with other professionals who play a role in supporting the child's development
- Seek specific professional intervention and training in order to meet the individual child's needs
- Develop an Inclusion Support Plan (ISP) for each child that will be kept on file at the Out of School Hours Service and shared with families, the child's medical practitioners and/or professional support services.
- Act as role models by displaying appropriate behaviour and language, being consistently aware of and responsive to children who may require additional support, attention or assistance.
- Discuss a wide range of emotions, thoughts and views constructively with the children within a supportive environment.
- Not judge or compare one child's development with another.
- Work with families to meet children's developmental needs, building strengths and capabilities.
- Work collaboratively with health professionals and families together to discuss plans to support children.
- Talk to children about differences and acceptance
- Provide opportunities for all children to play and learn together, promoting cooperative, caring and pro social behaviours.

Additional Needs Procedure:

Children with additional needs require support by using specialised strategies catering for their specific needs or circumstances. When planning for children with additional needs Educators are required to focus on their abilities and interests. We aim to promote and encourage this by:

1. Gathering information provided by families and other professionals who are working with the child, including psychologists, early intervention specialists, social workers and speech or occupational therapists.



2. Meeting with families to gain information about the strategies that support their child's learning in the home environment.
3. Conducting specific observations on the individual child, which outlines their interests, strengths and needs
4. Acquainting Educators with, and share knowledge about, the specific communication needs of each child. This will include verbal and non-verbal communication skills and cues. This may include a communication book, verbal daily information exchange, formal and informal meetings etc. Where applicable, this may include things such as sign language and or learning key words in the child's home language.
5. Developing an Inclusion Support Plan (ISP) with families and support agencies, which is a live document and continuously evaluated by all parties involved.
6. Accessing external professional support services for children with additional needs.
7. Networking with the Nominated Supervisor to ensure the needs of each child are met throughout the Out of School Hours Service.
8. Attending professional development workshops to enhance their understanding about the additional needs and how to meet the child's needs.
9. Encouraging families to update the Service with information throughout the year, promoting the continuity of learning for each child.
10. Working with local schools to help children with additional needs transition. We are open to sharing information about the additional needs of children to promote continuity of learning.
11. Remaining positive, unbiased and authentic at all times.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Celebrations Policy

Purpose:

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to appropriately incorporate celebrations into their OSHC service. Celebrations can be used to strengthen partnerships with children and families, creating a feeling of belonging and developing a sense of community. Celebrations provide an opportunity for children to develop respect for diverse values and beliefs as they learn about practices, which are different to their own. To ensure we are providing an inclusive program and environment, it is imperative to recognise the array of celebrations, both religious and worldly, that take place throughout the year in our community and to have an understanding of, and respect for, cultural diversity in our services. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
77 78 162 168 168(2)(H) 157	1.1.1 2.1 2.1.3 6.1.2	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Interaction with Children, Family Communication - Enrolment & Orientation - Confidentiality 	<ul style="list-style-type: none"> - Australian Children's Education & Care Quality Authority (2013) - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - ECA Code of Ethics. - My Time Our Place - Revised National Quality Standard 2017 - Staying healthy in childcare. 5th Edition. (2013) - Child Safe Principles 2,3,4,6,7



Implementation

Co-ordinator/Nominated Supervisor Will Ensure:

- They value the cultural and social contexts of children and their families (MYOP. p.13)
- They respond to children's expertise, cultural traditions (MTO. P.13)
- Religious celebrations from all cultural backgrounds are recognised within the Service and reflected in our programs.
- Educators who are culturally competent respect multiple cultural ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honour differences. This is evident in everyday practice when educators demonstrate an ongoing commitment to developing their own cultural competence in a two way process with children, families and communities.(MYOP. P.15)
- All cultural celebrations that are significant to our families and relevant to our broader community are implemented within the service.
- Families are aware of the Celebration Policy during their orientation process and kept updated throughout the year via centre correspondence.
- Families discuss cake options with the nominated supervisor prior to the celebration.
- If a cake is required for a child's birthday it is recommended that an ice cream cake or cupcakes be provided as this reduces the major allergy risks associated with most other cakes (nuts, eggs).
- Families are reminded that we are "Allergy Aware" service prior to celebrations
- Educators are aware and make alternate arrangements if families would prefer that their child does NOT participate in such celebrations.
- If this is the case we will respect the rights and feelings of this child and will provide an alternative experience for them to participate in so that they do not feel that they are being left out.
- The Service has an 'Events Calendar' that is used to support such events throughout the year. We ask that families add their celebration to the calendar so Educators can prepare the program.
- Families are encouraged to be involved in the preparation and/or the celebration in the Service.
- Educators remain current with the professional knowledge and skills that support planning for and engaging in culturally inclusive practice.
- Advance planning is adhered to if food or drink is provided for children at the Service. Additionally, all parents must be advised prior to the celebration. This allows for any feedback / concerns from parents which can then be taken into account as part of the normal planning involved in such activities.
- Safety issues are taken into account prior to the implementation of celebratory experiences.
- Our healthy eating policies are reflected when planning for celebrations.



Educators Will:

- Ensure the use of candles is carried out with the children's safety in mind and fully supervised. A full risk assessment will be submitted to the Nominated Supervisor prior to such celebrations.
- Ensure each child is provided with a separate cupcake (with a candle, if they wish) for the child celebrating their birthday.
- Ensure the child celebrating their birthday has a separate cake (with a candle, if they wish) and a large cake that can be cut and shared with the other children
- Be aware of cultural tokenism and stereotyping
- Encourage and support family members to be involved in sharing their customs and celebrations with our Service
- Ensure children have the agency to make choices about the celebrations they would like to participate in, engaging families to give advice on customs.
- Ensure that children have the resources and time necessary to be able to celebrate effectively.
- Ensure that families who do not wish to be involved in celebrations have an option to not participate.
- Balance family values about receiving gifts and products from their children and Educator's values about avoiding product-based activities by developing creative and meaningful gifts for families.
- Notify the community about the celebration e.g. taking photos to display on the Service notice board, or displaying children's artwork and drawings about the celebration.
- Provide opportunities for children to participate in 'open ended' celebration activities.
- Ensure that the same amount of time and energy is dedicated to ALL celebrations.
- Invite Educators and families to share their own personal experiences of celebrations.
- Ensure resources such as picture story-books, images and music are reflective of contemporary celebrations which children can relate.
- Be respectful of all religions and cultural backgrounds

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre



Multicultural Policy

Purpose:

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to provide an environment that is free from bias and prejudice in which children learn the principles of fairness and respect for the uniqueness of each person. To develop affirmative attitudes, concepts and beliefs towards the acceptance of diversity and capricious cultures. Respect for diversity is a key element of quality care. Recognising, understanding and respecting cultural practices and beliefs are essential for the development of identity and self-esteem, to ensure we are promoting an inclusive environment for all children. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
73	1.1.1	- Parent Handbook	- Australian Children's
74	1.1.2	- Staff Handbook	Education & Care
75	1.1.3	- Additional Needs	Quality Authority
76	1.2.2	- Anti-Bias & Inclusion	(2013)
155	1.2.3	- Celebrations	- Guide to the
156	3.2	- Educational Programming	Education and Care
168	3.2.1	- Non-English Speaking Background	Services National Law
	4.2	- Orientation and Enrolment	and the Education
	5.1	- Family Communication	and Care Services
	5.1.1	- Interaction with Children, Family & Staff	National Regulations
	5.1.2		- ECA Code of Ethics.
	6.1		- My Time Our Place
	6.1.1		- Revised National
	6.1.3		Quality Standard 2017
	6.2		- Child Safe Principles
	6.2.2		2,3,4,5,7,8
	6.2.3		
	6.3		



Implementation

Co-ordinator/Nominated Supervisor Will Ensure:

- That child-rearing practices reflect cultural context.
- That all children and families are treated equally and fairly and with respect at all times.
- The Service creates and maintains links with local culturally diverse communities.
- A sense of inclusion for all families will be embraced within the Service.
- There are specific programming and cultural awareness activities and experiences, identifying similarities and differences and learning about cultural celebrations.
- The Service builds and maintains cultural resources.
- Encourage children, families and staff to respect and value others, including those who are different from themselves.
- Children, staff and families cultural backgrounds are reflected in developing routines and program consistent with best practice and positive outcomes for all stakeholders.
- Communication for families can be translated into their home language wherever possible.
- Educators attend professional learning opportunities to develop a better understanding of cultural diversity.
- To acknowledge the unique cultural and social perspectives of each family
- That all children and families have equal access to the Service, and are welcomed and respected regardless of race, culture, colour of skin, socioeconomic status, ability, family composition, belief systems or lifestyles
- Positive attitudes towards differences in appearance, culture and lifestyle
- Adherence to the Code of Ethics

Educators Will:

- Encourage children to respect and value others, including those who are different from themselves.
- Ensure children do not exclude others on the basis of differences such as race, sex or ability.
- Ensure that the self-identity of each child is valued and respected.
- Encourage children to explore and accept diversity.
- Challenge bias and stereotypes.
- Provide an inclusive environment.
- Address bias or comments about difference.
- Model inclusive practices.
- Ensure privacy and confidentiality is maintained.



- Use unbiased language – avoid racist, sexist, discrimination and stereotyped remarks.
- Ensure own interactions are responsive to all children in the Service.
- Demonstrate respect for all children and families.
- Ensure all displays, posters, children's books and other materials are monitored to ensure they are inclusive of all people.
- Be sensitive to specific cultural behaviour or dress, which may be different to their own beliefs.
- Develop strong foundations in the culture and language of the Service families and in that of the boarder community, without compromising their cultural identities

Multicultural Procedure:

When Educators respect the diversity of families and communities, and the aspirations they hold for children, they can foster children's motivation to learn and reinforce their sense of themselves as competent learners. They will do this by:

1. Gathering background information during children's enrolment and orientation, giving insight into the child and family's beliefs, values and traditions.
2. Using information resources (internet, books etc) to research cultures and traditions.
3. Making connections with local cultural groups/organisations.
4. Building centre resources, (including books, activities and experiences, wall displays etc) as a means to intentionally teach the children about various cultures.
5. Pronouncing and spelling children's names correctly.
6. Finding out which festivals are important to children and families.
7. Using resources from the children and families.
8. Inviting families to volunteer their time to extend multicultural learning of children and Educators.
9. Advocating and supporting the maintenance of the family's home language in conjunction with their wishes.
10. Providing children with the opportunity to explore the multi-cultural resources at their leisure.
Building on the children's knowledge through open discussions.



ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre



Non English Speaking Background Policy

Purpose:

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to provide and promote a Service where children can realise their full potential regardless of gender, race and cultural background. We believe in honouring diversity, striving to engage in respectful interactions with children, educators and families. This will be reflective in our relationships with children and their families and in our resources. Culturally and Linguistically Diverse (CALD)/Non-English Speaking Background (NESB). The term “culturally and linguistically diverse” (CALD) is commonly used to describe people who have a cultural heritage different from that of the majority of people from the dominant Anglo Australian culture, replacing the previously used term of people from a “non-English speaking background” (NESB). This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
155 156	6.1 6.1.1 6.1.2 6.1.3 6.2 6.2.3	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Additional Needs - Anti-Bias & Inclusion - Celebrations - Educational Programming - Non-English Speaking Background - Orientation and Enrolment - Family Communication - Interaction with Children, Family & Staff 	<ul style="list-style-type: none"> - Australian Children’s Education & Care Quality Authority (2013) - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - ECA Code of Ethics. - Revised National Quality Standard 2017 - Child Safe Principles 3,4



Implementation

Co-ordinator/Nominated Supervisor Will:

- Provide an interpreting service is accessible to ensure clear communication between the service and family. Support from interpreting services is available if communication is difficult between staff, children and families.
 - Translating and Interpreting Service 131 450
 - Website: www.tisnational.gov.au
- Ensure the expertise of families is recognised, encouraging them to participate in decision making about their child's learning and wellbeing that are respectful to the family's cultural background.
- Ensure families have opportunities and support to be involved in the program and in Service activities presented in a way that is not limited to English speaking families.

Educators Will:

- Provide a program and environment that is inclusive of all children and families, promoting to children the importance of showing acceptance of different and diverse cultural practice including home language.
- Explore different cultures within the Service and encourage children to learn about other cultures as well as their own.
- Consider the cultural and linguistic backgrounds of all the children in the program training themselves with common words to assist the child and family.
- Be aware of interpretations of body language that may vary across cultures.
- Pronounce and spell children's name correctly.
- Find out which festivals are important to the children and family to include in the program.
- Use books, posters and resources incorporating various languages into the Service.
- Be aware of taking a tokenistic approach when celebrating cultural diversity.
- Embed cultural diversity within the program.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Educational Programming Policy

In school age education and care services, the educational program supports learning through play and leisure. Based on the nationally approved learning framework, My Time, Our Place: Framework for School Age Care (MTOF), the educational program 'includes all the spontaneous and planned experiences for children at the Service designed to support wellbeing and facilitate learning. It includes all the interactions, experiences, routines and events' (MTOF, p.42)

Purpose:

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to enhance children's learning and development through the pedagogical practices of Educators and families in a positive learning environment which is promoted across the five learning outcomes from My Time, Our Place: Framework for school age care in Australia. The program will nurture the development of life skills and complement children's experiences, opportunities and relationships at school, at home and in the community. This policy applies to children, families, staff, and management of the Service.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
155 156	6.1 6.1.1 6.1.2 6.1.3 6.2 6.2.3	<ul style="list-style-type: none"> - Code of Conduct - Multicultural Policy - Cyber Safety - Additional Needs - Family Communication - Supervision - Excursion - Behaviour Guidance - Interactions with Children, Family and Staff - Photograph Policy - Celebrations Policy - Maintenance of Records 	<ul style="list-style-type: none"> - Australian Children's Education & Care Quality Authority. (2014). Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015. - Australian Children's Education & Care Quality Authority. (2013). Guide to the National Quality Standard. - Department of Education, Employment and Workplace Relations. (2011). My Time, Our Place: Framework for school age care in Australia. - Program and Planning in Early Childhood Settings 5th Edition.

			- Child Safe Principles 3,4
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Implementation

The Guide to the National Quality Standard explains that, planning involves observing, gathering and interpreting information about children to inform the preparation of environments and experiences that engage them and are meaningful for them. It also involves reflecting on and documenting children's experiences and learning.

The national approved learning framework which outlines practices that support and promote children's learning is **My Time, Our Place: Framework for School Age Care in Australia ('Framework for School Age Care')**. The aim of the Framework for School Age Care is to extend and enrich the wellbeing and development of school age children in education and care settings. It acknowledges time and place as children engage in a range of play and leisure experiences that allow them to feel happy, safe and relaxed; interact with friends and practice social skills; solve problems; try new activities; and learn life skills. This Framework for School Age Care is strongly linked to the Early Years Learning Framework and extends the principles, practices and outcomes to accommodate the contexts and age range of the children and young people who attend school age care settings.

Our Service is Committed to My Time, Our Place: Framework for School Age Care in Australia:

- Each child's learning will be based on their interests, strengths, and capabilities, and guide educators to ensure a range of experiences across all Outcomes are provided.
- Educators will work in collaboration with families to provide relevant learning experiences for each child, based on their interests and family experiences.
- Every child will be equally valued. Their efforts, achievements and learning, and those of others will be celebrated.
- Educators will observe and record children's engagement with learning life skills and engagement with learning.
- Educators will document and evaluate children's wellbeing, development, and learning.
- Educators will work closely with children and families to produce ideas for the curriculum and leisure activities.
- Learning Outcomes will be linked to the curriculum during and after each child's learning has occurred.
- The curriculum will be constructed on the children's interests; educators will build upon and extend on children's interests, spontaneous experiences and family contribution.
- Educators will assess, anticipate, and extend children's ideas.



- Where appropriate, the service will liaise with external agencies and support persons to best educate and care for children with additional needs.
- Where appropriate, the curriculum (play, learning, and leisure experiences) will build and develop each child's Learning Stories, Portfolio and Observations of each child's strengths and development.
- Educators will use reflection and documentation to inform and evaluate programs and to support children in achieving learning outcomes.

Co-ordinator/Nominated Supervisor Will:

- Ensure that a suitable program based on an approved learning framework is delivered to all children.
- Ensure all Educators work as a team in preparing and/or implementing the curriculum based on the Service's philosophy.
- Ensure modifications are made in the environment for children with special needs. Management will make appropriate, professional referrals where necessary with family permission.
- Ensure a conscious balance between indoor and outdoor experiences is planned for with large blocks of unstructured time for child-initiated play.
- Communicate with families on a regular basis.
- Ensure each child is acknowledged for their uniqueness in a positive way.
- Support children's efforts and ideas, assisting and encouraging as appropriate.
- Be consistently aware of and responsive to children who may require additional support, assistance or attention, noticing and listening carefully to children's concerns and discussing diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour.
- Ensure the educational program is displayed in a place that is accessible to parents and families.
- Ensure a copy of the program is available at all times
- Must ensure the purpose of the program is documented

Educators Will:

- Implement an ongoing cycle of planning, documenting and evaluating children's learning which will underpin the educational program and involves Educators in critically thinking about what is obtainable and why.
- Document children's wellbeing and learning, utilising contemporary theories and research concerning children's play, leisure, and learning, and making this visible to children, Educators and families.
- Promote shared learning and collaboration.



- Provide unstructured experiences that take into account that school age children have had a structured and busy day at school.
- Ensure materials and equipment reflect the cultural diversity that exists in our society.
- Respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
- Provide experiences that actively promote and initiate the investigation of ideas, exploration, prediction, and hypothesizing.
- Gather information from families upon enrolment regarding the child's needs, interest and family backgrounds. This information is treated as confidential and allows Educators to provide experiences that interest and extend children's current development and learning. We feel that it is important to develop a partnership between parents and Educators to ensure that consistency between home and the Service occurs and that the best possible care is provided.
- Make sure the child's participation in the program is available for families
- Ensure documentation includes evaluations of the child's wellbeing, development and learning
- Explore ideas and theories using imagination, creativity and play, during large blocks of uninterrupted time.
- Support the development of dispositions such as confidence, curiosity, persistence, imagination, and creativity.
- Respond to children's displays of learning dispositions by positively commenting on them and providing encouragement and additional ideas.
- Use the learning outcomes to guide their planning for children's learning.
- Intentionally scaffold children's understanding and learning.
- Make use of spontaneous 'teachable moments' to extend children's learning.
- Further extend critical thinking skills and problem solving skills through provocations.
- Plan realistic curriculum goals for children based on observation and assessment of individual needs, interests, and capabilities.
-

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Technology/Media Policy

Purpose:

Chester Hill Neighbourhood Centre Outside School Hours Centre will implement responsible behaviour when using technology, respecting the Service, children and the privacy of families and Educators. Educators will exercise appropriate judgment and behave in a professional and ethical manner when using technology. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
73 181-184 727	1.1.1 1.1.3 2.3 4.2 5.1 6.2 7.3	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Anti-Bias & Inclusion - Code of Conduct - Interaction with Children, Family and Staff - Enrolment & Orientation - Confidentiality 	<ul style="list-style-type: none"> - Australian Children's Education & Care Quality Authority - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - ECA Code of Ethics. - My Time Our Place - Revised National Quality Standard - Fair Work Act - Child Safe Principles 1,2,3,4,5,6,7

Implementation:

Coordinator/Nominated Supervisor Will:

- Identify technology training needs of Educators in professional development
- Ensure the Service privacy and confidentiality policy is adhered to at all times by Educators
- Ensure there is no unauthorised access to the Service's technology facilities (programs, software program etc.)



- Ensure all technological devices have current virus protection software installed
- Develop guidelines about how technology will be used within our Service.
- Ensure online environment promotes safety and wellbeing of children attending the centre.
- Ensure Facebook is used according to National Quality Standards and Child Safe Principles.

Educators Will:

- Comply with current legislation and Service policies
- Keep passwords confidential
- Log out of computers and software programs after each use
- Only access and modify files and data which they have authorisation to access
- Not harass, slander, intimidate, embarrass, defame or seek to offend another person, group of people or organisation via technological devices
- Not make copies of, transmit, copy or steal Service documents
- Not use personal mobile devices to take photos or breach children and families' privacy
- Support children's natural curiosity for technology within the Service
- Provide children with access to technology to help develop their computer literacy skills
- Use technology to build on current projects and document children's learning.
- When uploading content on Facebook page, educators will ensure the child's identity is protected by either blurring their faces or cropping the photo.

Guidelines for use of Technology within Our Service:

- Programs must be carefully selected and be suitable to the needs and development levels of each child using or watching various types of technology or media
- Technology is used to assist in expanding the content of the daily program and current affairs
- Programs are chosen that are engaging and age appropriate to children with staff previewing the film/video where possible.
- The use of TV and watching DVD's will be kept to a minimum
- Programs depicting violence e.g. graphic news reports will not be shown
- Children are to view 'G' or 'PG' rated programs only
- TV programs or videos will only be shown that have positive messages about relationships, family and life.
- All programs to be viewed will be shared with families beforehand to ensure that they approve of the content. The following information should be given to parents:



- Title
- Rating

- All content will be socially and culturally considerate and appropriate
- Timeframes for 'screen time' according to Australia's Physical Activity and Sedentary Behaviour Guidelines are:

- Children younger than 2 years of age should not spend any time in front of a screen
- Children 2 to 5 years of age should be limited to less than one hour per day
- Children 5-12 years of age should limit screen time for entertainment to no more than 2 hours a day

- Children will be taught healthy concepts of digital use and citizenship as children are 'growing up digital'.
- Only quality developmentally appropriate interactive media will be used.
- Parents should sign a consent form when taking children to see a film at the cinema.
- Educator will ensure that Facebook is logged out after use.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Children's Health and Safety

Acceptance and Refusal of Authorisations

Purpose:

To ensure that all educators, staff and volunteers of the Service are consistent in how authorisations are managed and what constitutes a correct authorisation and what does not, which consequently may lead to a refusal. Chester Hill Neighbourhood Centre Outside School Hours Centre will request authorisation from families when required to ensure the safety of the children and staff and may refuse a request unless the appropriate authorisation is provided. Authorisation is required in written format, however in some circumstances staff discretion may be used. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
92 93 94 99 102 157 158 160 161 168	2.2 2.2.1 2.2.2 2.2.3 7.3	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Administration of Medication - Arrival & Departure - Child Protection - Enrolment & Orientation - Excursion 	<ul style="list-style-type: none"> - Australian Children's Education & Care Quality Authority - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - ECA Code of Ethics. - Revised National Quality Standard - Child Safe Principles 1,6,7

Implementation:

Our Service will ensure we comply with the current Education and Care Services National Regulations, which require parent or guardian authorisation to be provided in matters that include:



- Administration of medication to children
- Administration of medical treatment, dental treatment, general first aid products and ambulance transportation.
- Excursions including regular outings
- Incursions
- Taking of photographs by people who aren't Educators
- Water based activities
- Enrolment of children including naming of authorised nominees and persons authorised to consent to medical treatment or trips outside the Service premises.
- Children leaving the premises in the care of someone other than a parent

Authorisation from families may also be required if:

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

The Coordinator Will Ensure:

- That all parents/guardians have completed the authorised person's section of their child's enrolment form (refer to Enrolment and Orientation Policy), and that the form is signed and dated before the child is enrolled at the Service.
- That permission forms for excursions are provided to the parent/guardian or authorised person prior to the excursion (refer to Excursion Policy).
- Attendance records are maintained to account for all children attending the Service.
- A written record of all visitors to the Service, including time of arrival and departure and reasons for visit is documented.
- Where a child requires medication (excluding paracetamol), to be administered by educators/staff, that this is authorised in writing, signed and dated by the parent/guardian or authorised person and included with the child's record.
- Where a child requires medication (excluding paracetamol), to be self-administered, that this is authorised in writing, signed and dated by the parent/guardian or authorised person and included with the child's record.
- Medication is not administered or self-administered without the authorisation of parent/guardian or authorised person, except in the case of an emergency, including an asthma or anaphylaxis emergency



- Educators and staff allow a child to participate in an excursion only with the written authorisation of a parent/guardian or authorised person.
- Educators/staff allow a child to depart from the Service only with a person who is the parent/guardian or authorised person, or with the written authorisation of one of these, except in the case of a medical emergency or an excursion
- There are procedures in place if an inappropriate person attempts to collect the child from the Service

A Nominated Supervisor Will Ensure:

Ensure documentation relating to authorisations contains:

1. The name of the child enrolled in the Service
 2. Date
 3. Signature of the child's parent/guardian and nominated contact person who is on the enrolment form
 4. The approximate time the child will return to the service if the child is leaving the service to attend an extra-curricular activity and the time they will return to the service (if applicable).
- Keep all authorisations relating to children in their enrolment record.
 - Exercise the right to refusal if written or verbal authorisations do not comply with National Regulations. If an authorisation is refused by the Service, it is best practice to document:
 1. The details of the authorisation
 2. Why the authorisation was refused
 3. Actions taken by the Service. For example: if the Service refused an authorised nominee named in the child's enrolment record to collect the child from the Service as they were under the influence of alcohol, what action was taken to ensure that the child was collected (Refer to Refusal of Authorisation Record).
 - Waive compliance 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.
 - Medication is not administered or self-administered to a child without the authorisation of a parent/guardian or authorised person, except in the case of an emergency, including an asthma or anaphylaxis emergency (refer to Administration of Medication Policy, Incident, Injury, Trauma and Illness Policy, Emergency and Evacuation Policy, Asthma and Anaphylaxis Policy).
 - Ensure a child only departs from the Service with a person who is the parent/guardian or authorised person, or with the written authorisation of one of these, except in the case of a medical emergency or an excursion (refer to Delivery and Collection of Children Policy).



- Ensure a child is not taken outside the Service premises on an excursion except with the written authorisation of a parent/guardian or authorised person.

Educators Will Ensure:

- Follow the policies and procedures of the Service.
- Check that parents/guardians sign and date permission forms for excursions.
- Check that parents/guardians or authorised persons sign the attendance record as their child arrives and departs from the Service.
- Administer, or allow medication to be self-administered only with the written authorisation of a parent/guardian or authorised person, except in the case of an emergency, including asthma or anaphylaxis emergency.
- Allow a child to participate in an excursion only with the written authorisation of a parent/guardian or authorised person.
- Allow a child to depart from the Service only with a person who is the parent/guardian or authorised person, or with the written authorisation of one of these, except in the case of a medical emergency or an excursion.
- Follow Service procedures if an inappropriate person attempts to collect a child from the Service.
- Inform the Approved Provider when a written authorisation does not meet the requirements outlined in Service policies.

Families Will Ensure:

- Read and comply with the policies and procedures of the Service.
- Complete and sign the authorised person section of their child's enrolment form before their child commences at the Service.
- Sign and date permission forms for excursions.
- Sign the attendance record as their child arrives and departs from the Service.
- Provide written authorisation where children require medication to be administered by educators/staff, or self-administered by their child, including signing and dating it for inclusion in the child's medication records.

Authorisation Requirements

Administration of Medication

- The name of the child
- The authorisation to administer medication, signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication



- The name of the medication to be administered
- The time and date the medication is to be administered
- The dosage of the medication to be administered
- The date the authorisation is signed
- From its original container check the expiry or use-by date before administration.
- In accordance with any instructions attached to the medication or provided by a registered medical practitioner
- Have a second person checking the dosage of the medication and witnessing its administration
- Educator administering medication and witness must write their full name and sign the medication record
- Details of the administration must be recorded in the medication record.
- If the child has authority to self-administer medication (eg: asthma Inhaler)

Emergency Medical Treatment

The Service is able to seek emergency medical assistance for a child as required without seeking further authorisation from a parent or guardian in the case of an emergency (i.e. medical practitioner, ambulance or hospital) including for those emergencies relating to asthma and anaphylaxis.

Excursions

If the excursion is a regular outing, the authorisation is only required to be obtained once in a 12 month period, otherwise;

- The name of the child
- The date of the excursion (if not for a regular outing)
- The reason for the excursion
- The proposed destination for the excursion
- The method of transport to be used
- The route to be taken to the excursion and returned
- The activities to be undertaken by the child during the excursion
- The period the child will be away from the premises
- The anticipated number of children likely to be attending the excursion
- The ratio of Educators attending the excursion to the number of children attending the excursion
- The number of staff members and any other adults who will accompany and supervise the children on the excursion
- That a risk assessment has been prepared and is available at the Service
- That a risk management plan has been prepared and is available



- The name of the parent or guardian providing authorisation
- The relationship to the child
- The signature of the person providing authorisation and date
- Any water hazards and risks associated with water based activities
- The items that should be taken on the excursion

ENDORSEMENT BY THE SERVICE:

<p>Approval date: _____</p> <p>Endorsed _____</p> <p>Chester Hill Neighbourhood Centre</p>



Administration of First Aid

Purpose:

Chester Hill Neighbourhood Centre Outside School Hours Centre service has a duty of care to provide and protect the health and safety of children, families, educators and visitors of the Service. The service will ensure that educators will be suitably qualified in emergency first aid management and that first aid equipment and support will be available to all children, educators and visitors to the service and whilst on excursions. Ideally, all educators will undertake senior first aid, asthma management and anaphylaxis management training to ensure full and proper care of all is maintained. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
12 85 86 87 88 89 97 161 162 168 174 176	2.1.1 2.1.2 2.2 2.2.1 2.2.2	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Incident, Illness, Accident & Trauma - Family Communication - Administration of Medication - Supervision - Work, Health & Safety - Anaphylaxis Management - Asthma Management - Diabetes Management - Epilepsy - Responsible Person 	<ul style="list-style-type: none"> - Australian Children's Education & Care Quality Authority - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - ECA Code of Ethics. - Revised National Quality Standard - Safe Work Australia - Work, Health & Safety Act 2012 - Child Safe Principles 6,7

Implementation

The Coordinator Will Ensure:



- Safeguarding every reasonable precaution to protect children at the Service from harm and/or hazards that can cause injury
- Ensuring that at least one educator is in attendance at all times with current approved first aid qualifications and is immediately available at all times that children are being educated and cared for by the Service. This can be the same person who has anaphylaxis management training and emergency asthma management training.
- Appointing a nominated first aid officer
- Ensuring a risk assessment is conducted prior to an excursion to identify risks to health, safety, or wellbeing and specifying how these risks will be managed and minimised.
- Ensuring that first aid training details are recorded and kept up to date on each staff member's record.
- Ensuring there is an induction process for all new staff, casual and relief staff, that includes providing information on the location of first aid kits and specific first aid requirements and individual children's allergies.
- Ensuring that parents are notified when practicable or within 24 hours if their child is involved in an incident, injury, trauma or illness at the Service and that details are recorded on the Incident, Injury, Trauma and Illness Record.
- Ensuring the Regulatory Authorities are notified within 24 hours if a child is involved in a serious incident, injury, trauma or illness at the Service.
- Ensuring that staff members are offered support and debriefing subsequent to a serious incident requiring the administration of first aid.
- Ensuring a resuscitation flow chart is displayed in a prominent position in the indoor and outdoor environments of the Service.
- Keeping up to date with any changes in procedures for administration of first aid and ensuring that all educators are informed of these changes.
- Providing internal training of the administration of an auto-injection device annually and documenting on staff files

The Nominated Supervisor Will Ensure:

- Supporting staff when dealing with a serious incident, trauma
- Maintaining a current approved first aid qualification
- Providing and maintaining an appropriate number of up-to-date, fully-equipped first aid kits that meet Australian Standards
- Providing and maintaining a transportable first aid kit that can be taken to excursions and other activities



- Monitoring the contents of all first aid kits and arranging replacement of stock, including when the use-by date has been reached
- Disposing of out-of-date materials appropriately
- Ensuring safety signs showing the location of first aid kits are clearly displayed
- Ensuring that all educators approved first aid qualifications, anaphylaxis management training and emergency asthma management training are current and meet the requirements of the National Act and National Regulations and are approved by ACECQA.
- Contacting families if a child suffers from a head injury whilst at the Service
- Keeping up to date with any changes in the procedures for the administration of first aid
- Ensuring that appropriate documentation is being recorded by Nominated/ Certified Supervisors in regard to incidents, injury, trauma and illnesses and the administration of first aid. Documentation of the following must be recorded;
 - Name and age of the child
 - Circumstances leading to the incident, injury, trauma or illness (including any symptoms)
 - Time and date
 - Details of action taken by the service including any medication administered, first aid provided or
 - Medical personnel contacted
 - Details of any witnesses
 - Names of any person the service notified or attempted to notify, and the time and date of this
 - Signature of the person making the entry, and time and date of this.

Educators Will Ensure:

- Implement appropriate first aid procedures when necessary
- Maintain current approved first aid qualifications, and qualifications in anaphylaxis management and emergency asthma management, as required
- Practice CPR and administration of an auto-injection device annually
- Ensure that all children are adequately supervised while providing first aid and comfort for a child involved in an incident or suffering trauma
- Ensure that the details of any incident requiring the administration of first aid are recorded on the Incident, Injury, Trauma and Illness Record accurately.
- Conduct a risk assessment prior to an excursion to identify risks to health, safety or wellbeing and specifying how these risks will be managed and minimised

Parents Will Ensure:



- Sign Service records of accidents or injuries that have occurred, acknowledging they have been made aware of the incident and the first aid that treatment that was given to the child.
- Provide the required information for the Service's medication record
- Provide written consent (via the enrolment record) for service staff to administer first aid and call an ambulance, if required.
- Be contactable, either directly or through emergency contacts listed on the child's enrolment record, in the event of an incident requiring the administration of first aid.

First Aid Kit:

The approved provider of the Service will ensure that first aid kits are kept in up to date and in accordance with National Education and Care Service Regulations.

All First Aid Kits at the Service Must:

- Not be locked
- Not contain paracetamol
- Be suitable for the number of employees and children and sufficient for the immediate treatment of injuries at the Service.
- Be easily accessible to staff and educators
- Be suitably equipped and easy to access
- Be constructed of resistant material, be dustproof and of sufficient size to adequately store the required contents
- Be capable of being sealed and preferably be fitted with a carrying handle as well as have internal compartments.
- Contain a list of the contents of the kit.
- Be regularly checked using the First Aid Kit Checklist to ensure the contents are as listed and have not depreciated or expired.
- Have a white cross on a green background with the words 'First Aid' prominently displayed on the outside.
- Include emergency telephone numbers, the phone number and location of the nearest first aid trained educators
- Display a photograph of the first aid trained educators along with contact details to assist in the identification process.



- Consideration should be given to precautionary measures such as sunscreen protection and portable water if working outdoors.
- First Aid kits must be taken on excursions and be attended by First Aid qualified educators.
- Be maintained in proper condition and the contents restocked as required.
- Our First Aid delegated individual responsible for maintaining all First Aid kits at the Service is:

FIRST AID OFFICER

Name: _____ Role: _____

Number of First Aid Kits Responsible for at the Service: _____

Additional First Aid Officer: _____

- These individuals are responsible for conducting and maintaining each first aid kit by complying with the First Aid Checklist, certifying each Kit has the required quantities, items are within their expiry dates and sterile products are sealed. This will occur after each use or if unused, at least annually.
- Individuals along with the Nominated Supervisor will also consider whether the first aid kits and components are appropriate and effective for the Service's hazards and the injuries that have occurred. If the kit requires additional resources, these individuals will advise and follow up with the Nominated Supervisor.
- Our Service will display a well-recognised, standardised first aid sign to assist in easily locating first aid kits. Signage will comply with AS 1319:1994 – Safety Signs for the Occupational Environment.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Administration of Medication

Purpose:

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to ensure all educators of the Service can safely administer required medication to children with the written consent of the child's parent or guardian. Educators will follow this stringent procedure to promote the health and wellbeing of each child enrolled at our service. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
90	2.1.1	- Parent Handbook	- Australian Children's
91	2.1.2	- Staff Handbook	Education & Care
92	2.2	- Administration of First Aid	Quality Authority.
93	2.2.1	- Arrival & Departure	- Guide to the Education
94	2.2.2	- Control of Infectious Diseases	and Care Services
95		- Child Protection	National Law and the
96		- Code of Conduct	Education and Care
		- Diabetes Management	Services National
		- Epilepsy Management	Regulations
		- Enrolment & Orientation	- ECA Code of Ethics.
		- Family Communication	- Guide to the National
		- Work, Health & Safety	Quality Standard.
		- Incident, Illness, Accident & Trauma	- Staying Healthy in
		- Medical Condition	Child Care - Fourth
		- Confidentiality	Edition 4
		- Safe Storage of Hazardous Substances	- NSW Department of
		- Supervision	Health -
			www.health.nsw.gov.au
			- Child Safe Principles
			6,7



Implementation

Families requesting the administration of medication to their child will be required to follow the guidelines developed by Chester Hill Neighbourhood Centre (OOSH) to ensure the safety of children and educators. Chester Hill Neighbourhood Centre (OOSH) will follow legislative guidelines and standards in order to ensure the health of children, families and educators at all times.

The Coordinator Will Ensure:

- The Administration of Authorised Medication Record is completed for each child.
- A separate form must be completed for each medication if more than one is required.
- Medication is only administered by the Out of School Hours Service with written authority signed by the child's parent or other responsible person named in the child's enrolment record that is authorised by the child's parents to make decisions about the administration of medication.
- Medication is provided by the child's parents or guardian which include:
 - The administration is authorised by a parent or guardian.
 - Medication is prescribed by a registered medical practitioner (with instructions either attached to the medication, or in written/verbal form from the medical practitioner.)
 - Medication is from the original container.
 - Medication has the original label clearly showing the name of the child.
 - Medication is before the expiry/use by date.
 - Any instructions attached to the medication or related to the use of the medication.
 - Authority for the child to self-administer medication (if applicable).
- Any person delivering a child to the Out of School Hours Service must not leave medications in the child's bag or locker. Medication must be given directly to an educator for appropriate storage upon arrival.
- Written and verbal notifications are given to a parent or other family member of a child as soon as practicable, if medication is administered to the child in an emergency when consent was either verbal or provided by medical practitioners.
- If medication is administered without authorisation in the event of an asthma or anaphylaxis emergency the parent of the child and emergency services are notified as soon as practical.
- Enrolment records for each child outline the details of persons permitted to authorise the administration of medication to the child.
- Reasonable steps are taken to ensure that medication records are maintained accurately.



- Medication forms are kept in a secure and confidential manner and ensure the records are archived for the regulatory prescribed length of time.
- Children's privacy is maintained, working in conjunction with the Australian Privacy Principles (APP)
- Educators receive information about the medical and medication policies during their induction.
- Written consent is requested from families on the enrolment form to administer the Emergency Asthma Kit if required.
- Families will be reminded that every attempt to contact them for verbal permission will be made by the Out of School Hours Service prior to administering asthma medications.
- Families are informed of the Service's medical and medication policies.
- Safe practices are adhered to for the wellbeing of both the child and educators.

The Nominated Supervisor/Educators Will:

- Not administer any medication without the authorisation of a parent or person with authority – except in the case of an emergency, when the verbal consent from an authorised person, a registered medical practitioner or medical emergency service will be acceptable if the parents cannot be contacted.
- Ensure that medications are stored in the refrigerator in a labelled and locked medication container with the key kept in a separate location, inaccessible to children. For medications not requiring refrigeration, they will be stored in a labelled and locked medication container with the key kept inaccessible to children.
- Ensure that two educators administer medications at all times. One of these educators must have approved First Aid qualifications in accordance with current legislation and regulations. Both educators are responsible for:
 - checking the Medication Form date
 - checking the prescription label and the amount of medication being administered
 - Checking the use-by date
 - signing and dating the medication form
- returning the medication back into the locked medication container
- Permit children over preschool age to self-administer medication as per Regulation 96, provided authorisation has been recorded in the medical record.
- Ensure one educator with an approved First Aid qualification is in attendance when a school age child is self-administering medication. This educator is responsible for:
 - checking the Medication Form
 - Checking the use-by date
 - checking the prescription label and the amount of medication being administered



- signing and dating the medication form
 - returning the medication back into the locked medication container
- Follow hand-washing procedures before and after administering medication.
- Discuss any concerns or doubts about the safety of administering medications with the Nominated Supervisor to ensure the safety of the child.
- Seek further information from the family, the prescribing doctor, or the Public Health Unit before administering medication if required.
- Ensure that the instructions on the Medication Form are consistent with the doctor's instructions and the prescription label.
- Invite the family to request an English translation from the medical practitioner for any instructions written in a language other than English.
- Ensure that the Medication Record is completed correctly.
- Ensure that a separate medication record must be completed for each medication given to the child.
- Ensure that medications and required authorisations are passed on to the child's school teacher, and collected at the end of the school day.

Families Will:

- Notify educators, both via enrolment forms and verbally when children are taking any medications. This includes short and long term medication use.
- Complete a medication record for a child requiring medication whilst they are at the Out of School Hours Service, including providing authorisation (if applicable) for the child to self-administer medication.
- Ensure any required authorisations have been completed to be passed on to the child's school teacher.
- Assist Educators to complete long-term medication records in accordance with the medical practitioner completing and signing the plan.
- Update long term medication records quarterly or as the child's medication needs change.
- Be requested to sign consent to use creams and lotions (list of items in the first aid kit provided at enrolment) should first aid treatment be required.
- Be required to keep prescribed medications in original containers with pharmacy labels. Please understand that medication will only be administered as directed by the medical practitioner and only to the child whom the medication has been prescribed for. Expired medications will not be administered.



- Keep children away from the Service while any symptoms of an illness remain.
- Keep children away from the Service for 24 hours from commencing antibiotics to ensure they have no side effects to the medication.
- NOT leave any medication in children's bags.
- Give any medication for their children to an educator who will provide the family with a Medication Record.
- Complete the Medication Record and the educator will sign to acknowledge the receipt of the medication. Please understand that no medication will be administered without written consent from the parent or authorised person.
- Provide any herbal/ naturopathic remedies or non-prescribed medications (including Paracetamol or cold medications) with a letter from the doctor detailing the child's name, dosage and the expiry date for the medication.

Self-Administration of Medication:

A child over pre-school age may self-administer medication under the following circumstances:

- A parent or guardian provides written authorisation with consent on the child's enrolment form - administration of medication.
- Medication is to be stored safely by an Educator, who will provide it to the child when required.
- Supervision is provided by an Educator.

Guidelines for Administration of Paracetamol

- Families must provide their own Paracetamol for use as directed by a medical practitioner.
- To safeguard against the disproportionate use of Paracetamol, and minimise the risk of concealing the fundamental reasons for high temperatures, educators will only administer Paracetamol if it is accompanied by a Doctor's letter stating the reason for administering, the dosage and duration it is to be administered for.
- If a child presents with a temperature whilst at the Out of School Hours Service, the family will be notified immediately and asked to organise collection of the child as soon as possible.
- The family will be encouraged to visit a doctor to find the cause of the temperature. While waiting for the child to be collected, educators will:
 - remove excess clothing to cool the child down
 - offer fluids to the child
 - encourage the child to rest
 - provide a cool, damp cloth for the child's forehead and back of the neck
 - monitor the child for any additional symptoms



- maintain supervision of the ill child at all times, while keeping them separated from children who are well

Medications Kept at the Service:

Any medication, cream or lotion kept on the premises will be checked monthly for expiry dates in unification with the First Aid Checklist.

- A list of first aid kit contents close to expiry or running low will be given to the Nominated Supervisor who will arrange for the purchase of replacement supplies.
- If a child's individual medication is due to expire or running low, the family will be notified by educators that replacement items are required.
- It is the family's responsibility to take home medication.
- MEDICATION WILL NOT BE ADMINISTERED IF IT HAS PAST THE PRODUCT EXPIRY DATE.

Emergency Administration of Medication

- In the occurrence of an emergency and where the administration of medication must occur, the Out of School Hours Service must attempt to receive verbal authorisation by a parent, of the child named in the child's Enrolment Form, who is authorised to consent to the administration of medication.
- If a parent of a child is unreachable, the Out of School Hours Service will endeavour to obtain verbal authorisation from an emergency contact of the child named in the child's Enrolment Form, who is authorised to approve the administration of medication.
- If all of the child's nominated contacts are non-contactable, the Service must contact a registered medical practitioner or emergency service on **000**.
- In the event of an emergency and where the administration of medication must occur, written notice must be provided to a parent of the child or other emergency contact person listed on the child's Enrolment Form.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Anaphylaxis Management Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to minimise the risk of an anaphylactic reaction occurring at our Service by ensuring all staff members are adequately trained to respond appropriately and competently to an anaphylactic reaction. Staff members including relief staff need to know enough about Anaphylaxis reactions to ensure the safety of children. This policy applies to children, families, staff, management and visitors of the Service

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
90	2.1.1	- Parent Handbook	- Australian Children's
90 (i) (iv)	2.1.2	- Staff Handbook	Education & Care
91	2.2	- Administration of First Aid	Quality Authority.
92	2.2.1	- Incident, Illness, Accident & Trauma	- Guide to the
93	2.2.2	- Medical Conditions	Education and Care
94		- Supervision	Services National Law
95			and the Education
96			and Care Services
			National Regulations
			- ECA Code of Ethics.
			- Guide to the National
			Quality Standard.
			- Staying Healthy in
			Child Care. 5 th Edition
			- Revised National
			Quality Standard
			- ASCIA Action Plans
			for Anaphylaxis
			- Child Safe Principles
			6,7

Implementation



Coordinator/Nominated Supervisor/ Responsible Person Will Ensure:

- That all staff members have completed first aid and anaphylaxis management training approved by the Education and Care Services National Regulations at least every 3 years and is recorded, with each staff members' certificate held on the Service's premises.
- That all staff members, whether or not they have a child diagnosed at risk of anaphylaxis undertakes training in the administration of the adrenaline auto-injection device and cardio- pulmonary resuscitation every 12 months, recording this in the staff records.
- That all staff members are aware of symptoms of an anaphylactic reaction, the child at risk of anaphylaxis, the child's allergies, anaphylaxis action plan and EpiPen kit.
- A copy of this policy will be provided to a parent or guardian of each child diagnosed at risk of anaphylaxis at the Service.
- Updated information, resources and support are regularly given to families for managing allergies and anaphylaxis.

When a Child Diagnosed at Risk of Anaphylaxis is enrolled the Nominated Supervisor Shall Also:

- Conduct an assessment of the potential for accidental exposure to allergens while child/children at risk of anaphylaxis are in the care of the Service and develop a risk minimisation plan for the Service in consultation with staff and the families of the child/children.
- Ensure that no child who has been prescribed an adrenaline auto-injection device is permitted to attend the service without the device.
- Display an Australasian Society of Clinical Immunology and Allergy Inc. (ASCI) generic poster called Action Plan for Anaphylaxis for each child with a diagnosed risk of anaphylaxis, in key locations at the service, for example, in the children's room, the staff room or near the medication cabinet.
- Ensure that a child's individual anaphylaxis medical management action plan is signed by a Registered Medical Practitioner and inserted into the enrolment record for each child. This will outline the allergies and describe the prescribed medication for that child and the circumstances in which the medication should be used.
- Ensure that all staff responsible for the preparation of food, are trained in managing the provision of meals for a child with allergies, including high levels of care in preventing cross contamination during storage, handling, preparation and serving of food. Training will also be given in planning appropriate menus including identifying written and hidden sources of food allergens on food labels.
- Ensure that a notice is displayed prominently in the main entrance of the children's service stating that a child diagnosed at risk of anaphylaxis is being cared for or educated at the Service.

- Ensure that all relief staff members in the Service have completed training in the administration of anaphylaxis management including the administration of an adrenaline auto-injection device, awareness of the symptoms of an anaphylactic reaction, the child at risk of anaphylaxis, the child's allergies, the individual anaphylaxis medical management action plan and the location of the auto-injection device kit.
- Implement the communication strategy and encourage ongoing communication between parents/guardians and staff regarding the current status of the child's allergies, this policy and its implementation.
- Display an Emergency contact card by the telephone.
- Ensure that all staff in the Service know the location of the anaphylaxis medical management plan and that a copy is kept with the auto-injection device Kit.
- Ensure that the staff member accompanying children outside the Service carries the anaphylaxis medication and a copy of the anaphylaxis medical management action plan with the auto-injection device kit.

Educators Will:

- Ensure a copy of the child's anaphylaxis medical management action plan is visible and known to staff in the Service.
- Follow the child's anaphylaxis medical management action plan in the event of an allergic reaction, which may progress to anaphylaxis.
- Practice the administration procedures of the adrenaline auto-injection device using an auto-injection device trainer and 'anaphylaxis scenarios' on a regular basis, preferably quarterly.
- Ensure the child at risk of anaphylaxis will only eat food that has been prepared according to the parents or guardians instructions.
- Ensure tables and bench tops are washed down effectively after eating.
- Ensure hand washing for all children upon arrival at the service and before and after eating.
- Increase supervision of a child at risk of anaphylaxis on special occasions such as excursions, incursions, parties and family days.
- Ask all parents/guardians as part of the enrolment procedure, prior to their child's attendance at the Service, whether the child has allergies and document this information on the child's enrolment record. If the child has severe allergies, ask the parents/guardians to provide a medical management action plan signed by a Registered Medical Practitioner.

- Ensure that an anaphylaxis medical management action plan signed by the child's Registered Medical Practitioner and a complete auto-injection device kit (which must contain a copy the child's anaphylaxis medical management action plan) is provided by the parent/guardian for the child while at the Service.
- Ensure that the auto-injection device kit is stored in a location that is known to all staff, including relief staff; easily accessible to adults (not locked away); inaccessible to children; and away from direct sources of heat
- Ensure that the auto-injection device kit containing a copy of the anaphylaxis medical management action plan for each child at risk of anaphylaxis is carried by a staff member accompanying the child when the child is removed from the service e.g. on excursions that this child attends.
- Regularly check and record the adrenaline auto-injection device expiry date. (The manufacturer will only guarantee the effectiveness of the adrenaline auto-injection device to the end of the nominated expiry month)
- Provide information to the service community about resources and support for managing allergies and anaphylaxis.
- In the event where a child who has not been diagnosed as allergic, but who appears to be having an anaphylactic reaction:
 - Call an ambulance immediately by dialing 000
 - Commence first aid measures
 - Contact the parent/guardian when practicable
 - Contact the emergency contact if the parents or guardian can't be contacted when practicable
 - Notify the regulatory authority within 24 hours

Families Will:

- Inform staff at the children's Service, either on enrolment or on diagnosis, of their child's allergies
- Develop an anaphylaxis risk minimisation plan with Service staff
- Provide staff with an anaphylaxis medical management action plan signed by the Registered Medical Practitioner giving written consent to use the auto-injection device in line with this action plan.
- Provide staff with a complete auto-injection device kit
- Regularly check the adrenaline auto-injection device expiry date
- Assist staff by offering information and answering any questions regarding their child's allergies
- Notify the staff of any changes to their child's allergy status and provide a new anaphylaxis action plan in accordance with these changes



- Communicate all relevant information and concerns to staff, for example, any matter relating to the health of the child
- Comply with the service's policy that no child who has been prescribed an adrenaline auto-injection device is permitted to attend the Service or its programs without that device
- Read and be familiar with the policy
- Identify and liaise with the nominated staff member
- Bring relevant issues to the attention of both staff and licensee

Reporting Procedures:

- After each emergency situation the following will need to be carried out:
 - Staff members involved in the situation are to complete an Incident Report, which will be countersigned by the person in charge of the Out of School Hours Care Service at the time of the incident.
 - If necessary, send a copy of the completed form to the insurance company; and
 - File a copy of the Incident Report on the child's file.
 - The Nominated Supervisor will inform Management about the incident.
 - The Nominated Supervisor or the Licensee is required to inform Department of Community Services/Regulatory Authority about the incident within 24 hours.
 - Staff will be debriefed after each anaphylaxis incident and the child's Individual Anaphylaxis Health Care Plan evaluated.
 - Staff will need to discuss the effectiveness of the procedures that were in place.
 - Time is also needed to discuss the exposure to the allergen and the strategies that need to be implemented and maintained to prevent further exposure.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre



Animal and Pet Policy

Purpose

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

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
168	1.1 1.2 2.1 2.2 2.2.1 3.1.2 3.2.3 6.1	- Parent Handbook - Staff Handbook - Supervision	- Australian Children's Education & Care Quality Authority. - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - ECA Code of Ethics. - My Time Our Place - Kidsafe NSW Inc. – http://www.kidsafensw.org.au - NSW Department of Health - www.health.nsw.gov.au/factsheets/general/pettingzoo_fs.html - Child Safe Principles 2,3,4,6,7,8

Implementation

The National Quality Standard encourages educators to understand and appreciate the natural environment and the interdependence between people, plants, animals and the land. Pets help children



from a young age learn to care for other living things. They can teach a sense of responsibility, caring and tolerance. They can offer many opportunities for developing observational skills and basic natural science experiences. If the educators wish to have a pet in the service, they must make all the decisions in consultation with the Nominated Supervisor and families.

Encouraging direct contact and developing bonds with animals can help children to develop empathy. Providing children with access to animals within our Service will help them learn about the life cycle and relationships, and improve communication. We feel role modelling of appropriate behaviours with animals and guidance in caring for the needs of animals are beneficial for children.

A Coordinator/Nominated Supervisor Will Ensure:

The decision to keep a pet or have an animal (or animals) visit the service will be made by the Coordinator, based on an observed need or value to the children. The coordinator will inform families of the benefits and potential risks associated with animals in the service and the procedures relating to pets and children. The coordinator will consult with parents to determine special considerations needed for children whose immunity is compromised, or who have allergies or asthma. A risk / benefit analysis should be conducted when deciding the type of animal and the way the children engage with it.

Educators Will:

- Wash hands after contact with animals, animal products or feed, or animal environments.
- Supervise human-animal contact, particularly involving the younger children.
- Display animals in enclosed cages or under appropriate restraints.
- Not allow animals to roam, fly free, or have contact with wild animals/birds.
- Designate a specific area for contact with animals.
- Not allow food/drinks in animal contact areas; do not allow animals in areas where food and drink are prepared or consumed.
- Clean and disinfect all areas where animals have been present.
- Not clean animal cages or enclosures in sinks or other areas used to prepare food and drinks.
- Obtain appropriate veterinary care if and when necessary and ensure the animals are kept immunised, clean and free of intestinal parasites, fleas, ticks, mites, and lice.
- Ensure any bedding, toys, litter tray, food feeding container or water container used or consumed by animals is inaccessible to children.
- Ensure that a procedure is in place for the care of animals over the weekend, public holidays, and school development days and/or during vacation care-particularly if the service does not operate on

these days. In this instance, it may be necessary for a staff member to take the animal home with them, or alternatively a family enrolled at the service may agree to care for the animal on these days.

- Remind children about the hygiene practices required for handling an animal and ensure the practices are followed.
- Maintain adequate supervision of the children and animals at all times.
- Follow the service's policies in relation to risk assessment, providing a child safe environment and/or any incidents or injuries sustained as a result of an interaction with an animal.

Minimising the Risk to Health and Safety

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

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

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



Treat animals, their bedding and their immediate environment (that is, where they usually rest) to destroy adult and immature fleas.

Spontaneous Animal Visit

There are situations that may spontaneously occur, involving animals. For example, there may be a situation where an animal or bird has made its way into the service. Educators may use this as a spontaneous learning experience for the children. At all times they will ensure the safety and wellbeing of the children.

If an animal or bird is potentially dangerous; such as a snake or spider, educators will contact an appropriate authority for assistance.

New South Wales: National Parks and Wildlife Service - 1300 361 967 (8.30am – 5.00pm) or NSW Wildlife Information, Rescue and Education Service Inc. (WIRES) 13 000 WIRES - 13 00 094 737

A professional should monitor the animal's movements to ensure a speedy and efficient capture, but priority is to be given to Educator, child and family safety. At no time is the potentially dangerous animal, insect or bird to be approached or touched by Educators, children or families.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Arrival and Departure Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre will ensure that children arrive at and leave the service in a manner that safeguards their health, safety and wellbeing. Educators will manage this by adhering to clear procedures regarding the delivery and collection of children, ensuring that families understand their requirements and responsibilities and accounting for the whereabouts of children at all times whilst in the service's care. Staff will only release children to an authorised person. The daily sign in and out register will be used to determine who is present at the Service in case of emergencies. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
99 158-161 168 176	2.1.1 2.2 2.2.1 2.2.2 2.2.3 7.1.3	- Parent Handbook - Staff Handbook - Supervision - Enrolment & Orientation	- Australian Children's Education & Care Quality Authority 2014 - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015. - ECA Code of Ethics. - Guide to the National Quality Standard. - Child Safe Principle 1,6,7

Implementation

Delivery of Children to Our Service:

- Chester Hill Neighbourhood Centre (OOSH) service opens at 7am, children can only arrive to the service after this time and not before.



- Children are not to be left at the service unattended at any time prior to the opening hours of the service.
- Any person delivering a child to the service must sign the attendance register and record the time of arrival and their signature.
- Educators will be aware of each child's arrival at the service and exchange information with the person delivering the child such as who will be collecting the child.
- All children need to be signed in by the person responsible for verifying the accuracy of the record. This will include the time and parent signature. Parents also needed to advise us who will be collecting the child/children.
- Sign in sheets are to be used in the case of an emergency to account for all children.
- A designated bag area will be made available to children and their families, for children to place their bags onto hooks.
- If a child requires medication to be administered whilst at the service, the person delivering the child must document this in writing as per the services Administration of medication and acceptance and refusal policies.
- In the case of a separated family, either biological parent is able to add a contact in writing unless a court order is provided to the Director stating that one parent has sole custody and responsibility.
- In the case of an emergency, where the parent or a previously authorised contact is unable to collect the child, the parent or person responsible for the child (as listed on enrolment form as having a parenting role) may telephone the Service and arrange an alternative person to pick up the child. A second staff member will witness the phone call. This contact will then need to be authorised in writing to the Service.

Delivery to School:

- Children will be signed out of the Service and escorted to the designated before-school play area where there is a teacher on playground duty.
- All Kindergarten children and children with additional needs (as required) will then be escorted to their classroom and supported as required to put their bags away and prepare for the day (lunches, homework etc. in the designated place).
- Children will not be escorted to school until a teacher is on playground duty.
- When a school is not within walking distance, CHNC's buses will be used for delivery to school. All children must sit on seats, preferably with, or close to, an adult. Seat belt guidelines must be followed depending on the bus. If the bus has seat belts, they must be worn at all times.



Collection from School:

- An educator will collect all Kindergarten children and children with additional needs (as required) from their classroom and advise the classroom teacher/s that they have been collected, before escorting them to the Service and signing them in.
- Children in first to sixth grade will make their way to the designated meeting area within the school grounds and be signed in by Educators when they have arrived at the OOSH service.
- The Educator/s collecting children from school classrooms will carry a mobile phone and a copy of the attendance sheet and children's emergency contact details.
- When a school is not within walking distance, CHNC's buses will be used for collection of students from school. All children must sit on seats, preferably with, or close to, an adult. Seat belt guidelines must be followed depending on the bus. If the bus has seat belts, they must be worn at all times.

Absent and Missing Children:

- Children in first to sixth grade will make their way to the designated meeting area within the school grounds and be signed in by Educators when they have arrived at the OOSH service.
- The Educator/s collecting children from school classrooms will carry a mobile phone and a copy of the attendance sheet and children's emergency contact details.
- Families are required to notify educators as early as possible if children will be absent from the service. Educators will record the absences in an appropriate place where other educators will be aware of the information.
- Families will be informed of their notifying responsibilities upon enrolment and through the parent handbook.
- If a child only attends after school care the families must notify educators when a child has returned from an absence so they know to expect the child at the service.
- Should a child not arrive at the service or not be waiting in the designated area when expected, educators will:
 - ✓ Ask the other children of their knowledge of where the child might be.
 - ✓ Approach the school office and ask for information regarding the child's attendance at school.
 - ✓ If the child was absent from school, call the child's authorised nominees at a suitable time to remind them of their notifying responsibilities and find out when they should expect the child to return to the service.

- ✓ If the child was present at school and the other children and school staff are unaware of their whereabouts, educators will ask the school staff for assistance in searching for the child in the school area. Ensure supervision is maintained for other children during this process.
- ✓ If the child is still unable to be located, educators will return to the service and call the child's authorised nominees to gain further information. Maintain contact with the authorised nominees until the child has been located.
- ✓ Continue to keep in contact with the school during this time.
- ✓ Arrange for appropriate supervision of children at the service and send an educator back to the school area to continue looking for the child. Follow up on any leads regarding children going to a friend's home and check common places in the local area.
- ✓ If the child remains missing, contact the police and keep the authorised nominees and school informed of the situation.
- ✓ Educators will notify the Department of Education and Communities (DECS) within 24 hours of the incident occurring.

Departure of Children from Our Service:

- All children must be signed out by their parent or person who collects the child from the Service. If the parent or other person forgets to sign the child out, this will need to be corrected when the parent or other person returns to the centre.
- Parents are to advise their child's Educator if someone different is picking up their child, both verbally and on the sign in/out sheet. This person is to be named on the enrolment form or added in writing to the Director as an authorised contact for the child.
- Photo identification will need to be sighted by a Primary Contact Educator. If Educators cannot verify the person's identity they may be unable to release the child into that person's care.
- No child will be withheld from an authorised contact or biological parent named on the enrolment form unless a current court order is on file at the Service.
- Children will need to be signed out on the same sheet as they were signed in.
- Parents are requested to arrive to collect their child/children by 6.00pm.
- In the case of a particular person being denied access to a child, the Service requires a written notice from a court of law. Educators will attempt to prevent that person from entering the Service and taking the child, however the safety of the Educator is also important and they will not be expected to physically prevent any person from leaving the Service. In this case the parent with custody will be contacted along with the local police. The court order overrules any requests made by parents to adapt or make changes.
- Nominated Supervisors will ensure that the authorised nominee pick-up list for each child is kept up



to date. It is our policy that we do not allow anyone under the age of 16 to collect children.

- If the person collecting the child appears to be intoxicated, or under the influence of drugs, and educators feel that the person is unfit to take responsibility for the child, educators will:
 - Discuss their concerns with the person, if possible without the child being present.
 - Suggest they contact another parent or authorised nominee to collect the child.
 - Educators will inform the police of the circumstances, the person's name and vehicle registration number if the person insists on taking the child. Educators cannot prevent an intoxicated parent from collecting a child, but must consider their obligations under the relevant child protection laws.
- At the end of each day Educators will check the premises including outdoors and indoors to ensure that no child remains on the premises after the Service closes.
- Children may leave the premises in the event of an emergency, including medical emergencies.
- Details of absences during the day will be recorded.

Delivery and Collection of Children During Vacation Care

During periods of vacation care, policies and procedures will be followed as per *Arrival at Service*, and *Departure from Service*.

Visitors

To ensure we can meet Work Health and Safety requirements and ensure the safety of our children, individuals visiting our Service must sign in when they arrive at the Service, and sign out when they leave.

Late Collection of Children

- If there are children still present at the Service upon closing, a minimum of two Educators must also be present.
- Instruction to parents; "Please remember that our Educators have families to go home to and their own children to collect by a designated time. If you are late to collect your child two Educators have to stay behind and therefore both have to be paid overtime. To cover this, a late fee of \$1 per 1 minute block will be charged
- If you know that you are going to be late, please notify the Service and make arrangements for someone else to collect your child.
- If you have not arrived by 6:00pm you will be contacted. If we are unable to contact you and your child has not been collected, we will call alternative contacts as listed on your enrolment form to organise the collection of your child by one of them.



- Due to licensing and insurance purposes, if by 6pm neither you nor any of your authorised contacts are available or contactable, we may need to take your child to the police station for you to collect.
- A sign will be displayed at the Service notifying you of your child's whereabouts. If this occurs we will be obligated to contact Family and Community Services and inform them of the situation

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre



Asthma Management

Purpose

We aim to provide a safe and healthy environment for all children enrolled at the Service. Chester Hill Neighbourhood Centre Outside School Hours Centre believes in providing children with asthma the ability to participate in the programmed learning activities and experiences ensuring an inclusive environment is upheld. Our service has a legal responsibility to provide; a safe environment and adequate supervision. Staff members including relief staff need to know enough about Asthma reactions to ensure the safety of children. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
90 90(1) (iv) 91 92 93 94 95 96	2.1.1 2.1.2 2.2 2.2.1 2.2.2	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Administration of First Aid - Incident, Illness, Accident & Trauma - Medical Conditions - Supervision 	<ul style="list-style-type: none"> - Australian Children's Education & Care Quality Authority 2014 - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - ECA Code of Ethics. - Staying Healthy in Child Care. 5th Edition - Asthma Australia – www.asthmaaustralia.org.au - Australia Asthma Handbook - http://www.astmahandbook.org.au/diagnosis/children - Child Safe Principle 6,7

Implementation

Legislation that governs the operation of approved children's services is based on the health, safety and welfare of children, and requires that children be protected from hazards and harm. Our Service will ensure that there is at least one educator on duty at all times who has current approved emergency asthma management training in accordance with the Education and Care Services National Regulations.



A copy of all relevant medical policies and procedures will be provided to all educators and volunteers and families of the Service. It is important that communication is open between families and educators to ensure appropriate asthma management.

It is imperative that all educators and volunteers at the Service follow each individual child's Medical Management Plan in the event of an incident related to a child's specific health care need, allergy or medical condition.

Coordinator and Nominated Supervisor Will Ensure:

- All staff read and are aware of all medical condition policies and procedures, and ensuring that they are aware of asthma management strategies upon employment at the Service.
- Approved Emergency Asthma Management (EAM) training is provided to staff as required under the National Regulations.
- That all educators' approved first aid qualifications, anaphylaxis management training and Emergency Asthma Management (EAM) training are current, meet the requirements of the National Law and National Regulations, and are approved by ACECQA.
- At least one staff member with current approved Emergency Asthma Management (EAM) training (refer to Definitions) is on duty at all times.
- Parents are provided with a copy of the Service's Asthma Policy upon enrolment of their child.
- That when medication has been administered to a child in an asthma emergency without authorisation from the parent/guardian or authorised nominee, the parent/guardian of the child and emergency services are notified as soon as is practicable.
- To identify children with asthma during the enrolment process and informing staff.
- Families are provided with an Asthma Action Plan to be completed in consultation with, and signed by, a medical practitioner and updated regularly.
- A Risk Minimisation Plan is developed for every child with asthma, in consultation with parents/guardians.
- That all children with asthma have an Asthma Action Plan and Risk Minimisation Plan filed with their enrolment record.
- A medication record is kept for each child to whom medication is to be administered by the Service.
- Families of all children with asthma provide reliever medication and a spacer (including a child's face mask, if required) at all times their child is attending the Service.
- The asthma first aid procedure is consistent with current national recommendations.
- That all staff are aware of the asthma first aid procedure and staff qualifications are displayed at the service.



- The expiry date of reliever medication is checked regularly and replaced when required, and that spacers and facemasks are replaced after every use.
- Communication between management, educators, staff and parents/guardians regarding the Service's Asthma Policy and strategies are reviewed and discussed regularly to ensure compliance.
- All staff are able to identify and minimise asthma triggers for children attending the Service, where possible.
- Staff communicate any concerns with parents/guardians regarding the management of children with asthma at the Service.
- Asthma Australia's Asthma First Aid posters are displayed in key locations at the Service.
- That medication is administered in accordance with the Administration of Medication Policy.

Educators Will Ensure:

- They are aware of the Service's Asthma Policy and asthma first aid procedure (ensuring that they can identify children displaying the symptoms of an asthma attack and locate their personal medication, and Asthma Action Plans.
- They maintain qualifications for approved Asthma Management.
- They are able to identify and, where possible, minimise asthma triggers as outlined in the child's Asthma Action Plan.
- Asthma first aid kit, children's personal asthma medication and Asthma Action Plans are taken on excursions or other offsite events.
- To administer prescribed asthma medication in accordance with the child's Asthma Action Plan and the Service's Administration of Medication Policy.
- A Risk Minimisation Plan is developed for every child with asthma in consultation with parents/guardians.
- To discuss with parents/guardians the requirements for completing the enrolment form and medication record for their child.
- To consult with the parents/guardians of children with asthma in relation to the health and safety of their child, and the supervised management of the child's asthma.
- Communicate any concerns to parents/guardians if a child's asthma is limiting his/her ability to participate fully in all activities.

Families Will:

- Read the Service's Asthma Management Policy.
- Inform staff, either on enrolment or on initial diagnosis, that their child has asthma.
- Provide a copy of their child's Asthma Action Plan to the Service ensuring it has been prepared in consultation with, and signed by, a medical practitioner.



- Have the Asthma Action Plan reviewed and updated at least annually.
- Ensure all details on their child’s enrolment form and medication record are completed prior to commencement at the service.
- Work with staff to develop a Risk Minimisation Plan for their child.
- Provide an adequate supply of appropriate asthma medication and equipment for their child at all times.
- Notify staff, in writing, of any changes to the information on the Asthma Action Plan, enrolment form or medication record.
- Communicate regularly with educators/staff in relation to the ongoing health and wellbeing of their child, and the management of their child’s asthma.
- Encourage their child to learn about their asthma, and to communicate with Service staff if they are unwell or experiencing asthma symptoms.
- Ensure they update the asthma management plan as required.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Children's Belongings

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to ensure children, families and educators are aware of their responsibility regarding children's belongings, including keeping them safe. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
	2.2 2.2.1 2.2.2 5.1 5.1.1 5.1.2	- Parent Handbook - Staff Handbook	- Australian Children's Education & Care Quality Authority 2014 - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - ECA Code of Ethics. - Child Safe Principle 2,4,6,7

Implementation

It can be distressing for children to misplace their toys from home and bringing personal belongings to the Service can cause conflict between children.

- Children often want to share or show other children or caregivers special things from home, but these treasures may be easily broken or lost. To save the upset and heartache, parents are requested to encourage children to leave their toys at home, unless they are essential to a child's emotional wellbeing and/or sense of belonging. We have numerous stimulating and challenging toys and resources for all children to play with and are in numerous quantities, catering to their interests.
- During exceptional program circumstances, the children may (on occasion) be able to bring with them personal belongings which will be communicated with families.
- We will provide appropriate storage for lost property that will be available to children and families at all times.



- Any grievances or concerns relating to lost, damaged or stolen property of the children will be managed in accordance with the grievance and complaints procedure.
- Where children wish to bring in DVD/Blu-ray, music or electronic games, these should be discussed with management and be rated no higher than PG.
- We will take as much care as possible in ensuring that personal belongings are returned to the correct family.
- We will encourage children who bring special belongings into care to place them in a special “toys from home” box to reduce the prospect of them becoming lost or broken.
- We will enforce a non-violent toy policy in which we seek family assistance in preventing their children to bring in violent toys from home. Any such toys will be removed from the child immediately and placed in the reception area for parental collection at the end of the day
- We discourage the wearing of dress up clothes to the Service during school holiday periods. For example: those incorporating capes, guns, holsters, knives or swords. Such clothing encourages violent play and may present a danger to the child and others within our environment
- The staff and educators will take as much care as possible in ensuring that clothing; toys, books and other items are returned to their correct family. The labelling of all items can help us achieve this. However, we must make it clear that the Service is not responsible for damaged, lost or stolen items. If families choose to leave belongings in the Service during the day it is completely at the family’s own risk.
- We will actively encourage children to care for their belongings by:
 - providing suitable storage to keep belongings safe
 - collaborate with families and any item which is either special, expensive or at risk of being damaged to be kept in a secured and safe position.
- We will inform the family through relevant newsletters and publications such as the parent handbook of appropriate personal belongings required at the Service.
- Be responsible for providing the child with appropriate belongings and property required for active participation in the Service. This property may include (but is not limited to):
 - enclosed footwear
 - weather appropriate clothing
 - wide brim hat
 - suitable School bag (backpack)
 - appropriate food and lunch box
- Generally children will be wearing appropriate clothing such as their school uniform. However on ‘mufti’ days and during vacation periods it is essential that families adhere to the guidelines provided.
- Ensure all personal property and belongings are clearly named or labelled.



ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Child Protection

Purpose

All Educators, Staff and Volunteers are committed to identifying possible risk and significant risk of harm to children and young people at Chester Hill Neighbourhood Centre Outside School Hours Centre. We comprehend our duty of care responsibilities to protect children from all types of abuse, and adhere to our legislative obligations at all time.

We aim to implement effective strategies to assist in ensuring the safety and wellbeing of all children. Our Service will perform proficiently and act in the best interest of the child, assisting them to develop to their full potential in a secure and caring environment. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
84 162A 166 168 273	2.2 2.2.1 2.2.2 2.2.3	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Confidentiality - Interactions with Children, Families & Staff - Staffing Policy 	<ul style="list-style-type: none"> - Australian Children's Education & Care Quality Authority 2014 - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - ECA Code of Ethics. - Child Protection (Working with Children) Act 2012 - Children & Young Persons (Care & Protection) Act 1998 - The Ombudsman's Act 1974 - NSW Community Services: NSW Mandatory Reporting Guide - The Commission for Children and Young People Act 1998 - NSW Government – Office of the Children's Guardian My Time, Our Place - Child Safe Principle 6,7



WHAT IS ABUSE?

There are four types of child abuse:

1. Physical Abuse
2. Sexual Abuse
3. Emotional Abuse
4. Neglect

Child abuse is any action towards a child or young person that harms or puts at risk their physical, psychological or emotional health or development. Child abuse can be a single incident, or can be a number of different incidents that take place over time.

Definitions

Maltreatment refers to non-accidental behaviour towards another person, which is outside the norms of conduct and entails a substantial risk of causing physical or emotional harm. Behaviours may be intentional or unintentional and include acts of omission and commission. Specifically abuse refers to acts of commission and neglect acts of omission. Note that in practice the terms child abuse and child neglect are used more frequently than the term child maltreatment

Risk of Significant Harm (ROSH) refers to circumstances causing concern for the safety, welfare and wellbeing a child or young person present to a significant extent. This means it is sufficiently serious to warrant a response by a statutory authority irrespective of the family's consent.

What is significant is not minor or trivial, and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child's or young person's safety, welfare, or wellbeing.

In the case of an unborn child, what is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child.

Reasonable grounds refers to the need to have an objective basis for suspecting that a child may be at risk of abuse and neglect based on:

- First hand observation of the child or family
- What the child, parent or other person disclosed
- What can reasonably be indirect based on observation, professional training and/ or experience

Mandatory Reporting is the legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities. In NSW, mandatory reporting is regulated by the



Children and Young Persons (Care and Protection) Act 1998 (The Care Act).

Mandatory Reporters

According to the *Children and Young Persons (Care and Protection) Act 1998* mandated reporters (including people employed in children's services and unpaid managers of these services) must make reports if they suspect on reasonable grounds a child is at risk of significant harm because:

- The child's basic physical or psychological needs are not being met or are at risk of not being met
- The parents or other caregivers have not arranged and are unable or unwilling to arrange for the child to receive necessary medical care
- The parents or other caregivers have not arranged and are unable or unwilling to arrange for a school age child to receive an education
- The child has been, or is at risk of being physically or sexually abused or ill-treated
- The child is living in a household where there have been incidents of domestic violence and they are at risk of serious physical or psychological harm
- The parent's or other caregiver's behaviour means the child has suffered or is at risk of suffering serious psychological harm

Child Story Reporter

Mandatory reporters in **NSW** should use the Mandatory Reporter Guide (MRG) if they have concerns that a child or young person is at risk of being neglected or physically, sexually or emotionally abused. The MRG assists in providing mandatory reporters with the most appropriate reporting decision. It is not designed to determine whether the matter constitutes risk of significant harm (ROSH). This is done at the Child Protection Helpline through the Screening and Response Priority (SCRPT) tool.

The MRG supports mandatory reporters to:

- Determine whether a report to the Child Protection Helpline is needed for concerns about possible abuse or neglect of a child (including unborn) or young person
- Identify alternative ways to support vulnerable children, young people and their families where a mandatory reporter's response is better served outside the statutory child protection system

It is recommended that mandatory reporters complete the MRG on each occasion they have risk concerns,



regardless of their level of experience or expertise. Each circumstance is different and every child and young person is unique.

Helpline caseworkers will make determinations on reports received from mandatory reporters using SCRPT in conjunction with additional information, which may not be available to mandatory reporters.

For more information on Child Story Reporter, refer to: <https://reporter.childstory.nsw.gov.au/s/>

Indicators of Abuse

General indicators of abuse and neglect may include:

- Marked delay between injury and seeking medical assistance
- History of injury
- The child gives some indication that the injury did not occur as stated
- The child tells you someone has hurt him/her
- The child tells you about someone he/she knows who has been hurt
- Someone (relative, friend, acquaintance, and sibling) tells you that the child may have been abused.

Neglect

Child neglect is the continuous failure by a parent or caregiver to provide a child with the basic things needed for their growth and development, such as food, clothing, shelter, medical and dental care and adequate supervision. Some examples are:

- Inability to respond emotionally to the child
- Child abandonment
- Depriving or withholding physical contact
- Failure to provide psychological nurturing
- Treating one child differently to the others

Indicators of Neglect in children:

- Poor standard of hygiene leading to social isolation
- Scavenging or stealing food
- Extreme longing for adult affection
- Lacking a sense of genuine interaction with others
- Acute separation anxiety
- Self-comforting behaviours, e.g. rocking, sucking
- Delay in development milestones



- Untreated physical problems

Physical Abuse

Physical abuse is when a child has suffered, or is at risk of suffering, non-accidental trauma or injury, caused by a parent, caregiver or other person. Educators will be particularly aware of looking for possible physical abuse if parents or caregivers:

- Make direct admissions from parents about fear of hurting their children
- Have a family history of violence
- Have a history of their own maltreatment as a child
- Make repeated visits for medical assistance

Indicators of Physical Abuse:

- Facial, head and neck bruising
- Lacerations and welts
- Explanations are not consistent with injury
- Bruising or marks that may show the shape of an object
- Bite marks or scratches
- Multiple injuries or bruises
- Ingestion of poisonous substances, alcohol or drugs
- Sprains, twists, dislocations
- Bone fractures
- Burns and scalds

Emotional Abuse

Emotional abuse occurs when an adult harms a child's development by repetitively treating and speaking to a child in ways that damage the child's ability to feel and express their feelings. This may include:

- Constant criticism, condescending, teasing of a child or ignoring or withholding admiration and affection
- Excessive or unreasonable demands
- Persistent hostility, severe verbal abuse, and rejection
- Belief that a specific child is bad or 'evil'
- Using inappropriate physical or social isolation as punishment
- Exposure to domestic violence

Indicators of emotional abuse



- Feeling of worthlessness about them
- Inability to value others
- Lack of trust in people and expectations
- Extreme attention seeking behaviours
- Other behavioural disorders (disruptiveness, aggressiveness, bullying)

Sexual Abuse

Sexual abuse is when someone involves a child in a sexual activity by using their authority over them or taking advantage of their trust. Children are often bribed or threatened physically and psychologically to make them partake in the activity. Educators will be predominantly conscious of looking for potential sexual abuse if parents or caregivers are suspected of or charged with child sexual abuse or display inappropriate jealousy regarding age appropriate development of independence from the family. Sexual abuse may include:

- Exposing the child to sexual behaviours of others
- Coercing the child to engage in sexual behaviour with other children
- Verbal threats of sexual abuse
- Exposing the child to pornography

Indicators of Sexual Abuse

- They describe sexual acts
- Direct or indirect disclosures
- Age inappropriate behaviour and/or persistent sexual behaviour
- Self-destructive behaviour
- Regression in development achievements
- Child being in contact with a suspected or known perpetrator of sexual assault
- Bleeding from the vagina or anus
- Injuries such as tears to the genitalia

Psychological Abuse

Psychological harm occurs where the behaviour of the parent or caregiver damages the confidence and self-esteem of the child, resulting in serious emotional deficiency or trauma. In general it is the frequency and duration of this behaviour that causes harm. Some examples are:

- Excessive criticism
- Withholding affection
- Exposure to domestic violence



- Intimidation or threatening behaviour

Indicators of psychological abuse

- Constant feelings of worthlessness
- Unable to value others
- Lack of trust in people
- Lack of people skills necessary for daily functioning
- Extreme attention seeking behaviour
- Extremely eager to please or obey adults
- Takes extreme risks, is markedly disruptive, bullying or aggressive
- Suicide threats
- Running away from home

Domestic Violence

Domestic violence causes fear, physical and/or psychological harm. It is most often violent, abusive or intimidating behaviour by a man against a woman. Living with domestic violence has a profound effect upon children and young people and may constitute a form of child abuse. (*The NSW Domestic and Family Violence Action Plan*, June 2010)

Indicators of Domestic Violence

- Show aggressive behaviour
- Develop phobias & insomnia
- Experience anxiety
- Show symptoms of depression
- Have diminished self esteem
- Demonstrate poor academic performance and problem solving skills
- Have reduced social competence skills including low levels of empathy
- Show emotional distress
- Have physical complaints

Legislative Changes

In October 2016, the NSW Government introduced reforms to strengthen the regulatory powers of the Office of the Children's Guardian. New amendments also tightened provisions for appealing against decisions to bar unsuitable Working With Children Check applicants from working with children. Also, under the Working With Children Check, it is now an offence to make a false or misleading statement, punishable



by a maximum penalty of \$550.

These changes are included in the *Child Protection (Working with Children) and Other Child Protection Legislation Amendment Act 2016*, making amendments to the following Acts:

- *Child Protection (Working with Children) Act 2012*
- *Children and Young Persons (Care and Protection) Act 1998*
- *Teaching Service Act 1980*
- *Education (School Administrative and Support Staff) Act 1987*

Amendments to the Teaching and Education Staff Acts provide for suspension from duty (instead of dismissal) for a person who's 'Working with Children Check' is cancelled because of a pending charge for a serious offence under the Working with Children legislation.

In children's employment, the amendments give the Office of the Children's Guardian new powers to enter and inspect premises where they reasonably suspect a person is illegally employing a child, as well as the ability to serve on-the-spot penalty notices for breaches of children's employment legislation.

Implementation

Our Service strongly opposes any type of abuse against a child and endorses high quality practices in relation to protecting children. To ensure best practice, all educators will attend approved Child Protection training certified by a registered training organisation. Educators will continue to keep up to date, by completing Child Protection Awareness Training annually, ensuring they keep up to date with their current responsibilities as Mandatory Reporters.

NOTE: The reporter is not required to prove that abuse has occurred.

Coordinator/Nominated Supervisor Will Ensure:

- The Nominated Supervisor of the Service and any certified supervisor in day-to-day charge of the Service have successfully completed a course in child protection approved by the Regulatory Authority.
- All employees and volunteers are:
 - Clear about their roles and responsibilities regarding child protection.
 - Aware of their requirements to immediately report cases where they believe a child is at risk of significant harm to the Child Protection Helpline.
 - Aware of the indicators showing a child may be at risk of harm or significant risk of harm.
- To provide training and development for all educators, staff and volunteers in child protection
- To provide educators with a reporting procedure and professional standards to safeguard children and protect the integrity of educators, staff and volunteers.



- To validate a Working with Children Check for all educators, staff and unless the person meets the criteria for exemption from a WWCC. See exemption factsheet at <http://www.kidsguardian.nsw.gov.au/child-safe-organisations/working-with-children-check/apply>
- To provide access to relevant acts, regulations, standards and other resources to help educators, staff and volunteers meet their obligations.
- Records of abuse or suspected abuse are kept in line with our Privacy and Confidentiality Policy.
- To notify the NSW Ombudsman within 30 days of becoming aware of any allegations and convictions for abuse or neglect of a child made against an employee or volunteer and ensure they are investigated and appropriate action taken.
- To notify the Commission for Children and Young People of details of employees against whom relevant disciplinary proceedings have been completed or people whose employment has been rejected because of a risk identified in employment screening processes.
- To notify the regulatory authority (within 7 days) of any incident where you reasonably believe that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service
- To notify the regulatory authority (within 7 days) of any allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service.

Accusations against Educators:

Accusations of abuse or suspected abuse against educators, staff members, and volunteers, the Nominated Supervisor or Approved Provider are treated in the same way as allegations against other people. Reports will be made to the Child Protection Helpline where a child is at risk of significant abuse by a person at the Service. If the Supervisor is involved in the abuse then the Approved Provider or most senior educator will assist in notifying the Child Protection Helpline.

Educators Will

- Be able to recognise indicators of abuse
- Respect what a child discloses, taking it seriously and follow up their concerns.
- Allow children to be part of decision-making processes where appropriate.
- Comprehend they are mandatory reporters under the legislation and report any situation where they believe on reasonable grounds a child is at risk of significant harm to the Child Protection Helpline on **132 111** (available 24 hours/7 days a week).



- Be able to use the Mandatory Reporter Guide (MRG) which is available at <https://reporter.childstory.nsw.gov.au/s/mrg>
- Be able to contact Child Wellbeing Units (CWUs) which also help mandatory reporters identify the level of risk to a child and whether to report the risk to the Child Protection Helpline
- Contact the police on 000 if there is an immediate danger to a child and intervene instantly if it is safe to do so.
- Promote the welfare, safety and wellbeing of children at the Service.
- Prepare precise records recording exactly what happened, conversations that took place and what you observed to contribute to the investigations of abuse or suspected abuse by the Child Protection Helpline or dealings with referral agencies.
- Understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people

Documenting a Suspicion of Harm

If educators have concerns about the safety of a child they will:

- Record their concerns in a non-judgmental and accurate manner as soon as possible.
- Record their own observations as well as precise details of any discussion with a parent (who may for example explain a noticeable mark on a child).
- Not endeavor to conduct their own investigation.
- Document as soon as possible so the details are accurately apprehended including:
 - Time, date and place of the suspicion
 - Full details of the suspected abuse
 - Date of report and signature

Documenting a Disclosure

A disclosure of harm emerges when someone, including a child, tells you about harm that has happened or is likely to happen. When a child discloses that he or she has been abused, it is an opportunity for an adult to provide immediate support and comfort and to assist in protecting the child from the abuse. It is also a chance to help the child connect to professional services that can keep them safe, provide support and facilitate their recovery from trauma. Disclosure is about seeking support and your response can have a great impact on the child or young person's ability to seek further help and recover from the trauma.

When receiving a disclosure of harm the Service will:

- Remain calm and find a private place to talk
- Not promise to keep a secret



- Tell the child/person they have done the right thing in revealing the information but that they'll need to tell someone who can help keep the child safe
- Only ask enough questions to confirm the need to report the matter because probing questions could cause distress, confusion and interfere with any later enquiries
- Not attempt to conduct their own investigation or mediate an outcome between the parties involved.
- Document as soon as possible so the details are accurately captured including:
 - Time, date and place of the disclosure
 - 'Word for word' what happened and what was said, including anything they said and any actions that have been taken
 - Date of report and signature.

Notifications of Abuse

The person making a notification of abuse or suspected abuse will make a record of the answers to the following:

- Give the child or young person your full attention.
- Maintain a calm appearance.
- Don't be afraid of saying the 'wrong' thing.
- Reassure the child or young person it is right to tell.
- Accept the child or young person will disclose only what is comfortable and recognise the bravery/strength of the child for talking about something that is difficult.
- Let the child or young person take his or her time.
- Let the child or young person use his or her own words.
- Don't make promises you can't keep.
- Tell the child or young person what you plan to do next.
- Do not confront the perpetrator.

Confidentiality

It is important that any notification remains confidential, as it is vitally important to remember that no confirmation of any allegation can be made until the matter is investigated. The individual who makes the complaint should not inform the person they have made the complaint about. This ensures the matter can be investigated without prior knowledge and contamination of evidence.

Protection for Reporters

Reports made to Community Services are kept confidential. However, a law enforcement agency may access the identity of the reporter if this is needed in connection with the investigation of an alleged serious



offence against a child. Under the *Children and Young Persons (Care and Protection) Act 1998* if the report is made in good faith:

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

A report is also an exempt document under the Freedom of Information Act 1989.

Breach of Child Protection Duty

All educators and staff working with children have a duty of care to support and protect children. A duty of care is breached if a person:

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

Managing a Breach in Child Protection Policy

Management will investigate the breaches in a fair, unbiased and supportive manner by:

- Discussing the breach with all people concerned will be advised of the process
- Giving the educator the opportunity to provide their version of events
- Documenting the details of the breach, including the versions of all parties and the outcome will be recorded
- Ensuring the matters in relation to the breach are kept confidential
- Approaching an appropriate outcome which will be decided based on evidence and discussion

Outcome of a Breach in Child Protection Policy

Depending on the nature of the breach outcomes may include:

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



Educating Children about Child Protection

Our program will educate children

- About acceptable and unacceptable behaviour, and what is appropriate and inappropriate contact at an age appropriate level and understanding
- About their right to feel safe at all times
- To say 'no' to anything that makes them feel unsafe or uncomfortable
- About how to use their own knowledge and understanding to feel safe.
- To identify signs that they do not feel safe and need to be attentive and think clearly.
- That there is no secret or story that is too horrific, that they can't share with someone they trust.
- That educators are available for them if they have any concerns.
- To tell educators of any suspicious activities or people.
- To recognise and express their feelings verbally and non-verbally.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Sleep and Rest Policy

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to provide a space where children feel safe and at ease while they sleep or rest and acknowledges the importance of the effective rest in ensuring a child feels safe, secure and comfortable in the service environment. We believe that every child has the right to sleep and rest. Children being provided with and accessing comfortable spaces away from the main activity areas for relaxation and quiet activity.

Effective sleep and rest practices support each child's wellbeing and comfort and include appropriate opportunities to meet each child's need for sleep, rest and relaxation (Element 2.1.1). These strategies reinforce children's rights to quality education and care in an environment that provides for their health and safety.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
81 165 167	2.1 2.1.1 2.2 2.2.1 2.2.2 5.1 5.1.1 5.1.2	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Providing a Safe Physical Environment Policy - Incident, Illness, Accident & Trauma - Immunisation - Family Communication - Administration of medication - Sick Children - Work, Health & Safety - Medical Conditions 	<ul style="list-style-type: none"> - Australian Children's Education & Care Quality Authority 2014 - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - ECA Code of Ethics. - My Time, Our Place - Staying Healthy in Child Care 5th Edition - Child Safe Principle 1, 4, 5, 6,7

Procedures:

Educators respect each child's need for sleep and rest.

- The Chester Hill Neighbourhood Centre Outside School Hours Centre stage is dedicated for children who need a place to sleep or rest.
- A child may choose to sleep or rest in another area being supervised by educators.
- Cushions and blankets are available for use during sleep and rest.



- Educators must ensure either the window or door is left open while children sleep or rest for air flow and better ability to hear the child.
- Educators must regularly check on the child while they sleep or rest and attend to any first aid treatment of the child if needed.

Implementation:

Co-ordinator/Nominated Supervisor Will Ensure:

The following principles may inform sleep and rest policies and procedures at Chester Hill Neighbourhood Centre Outside School Hours Centre

Effective sleep and rest strategies are important factors in ensuring a child feels secure and is safe at our service.

- Approved providers, nominated supervisors and educators have a duty of care to ensure children are provided with a high level of safety when sleeping and resting and every reasonable precaution is taken to protect them from harm and hazard.
- Approved providers are responsible for ensuring sleep and rest policies and procedures are in place.
- Regularly review and update sleep and rest policies and procedures to ensure they are maintained in line with best practice principles and guidelines.
- Nominated supervisors and educators should receive information and training to fulfil their roles effectively, including being made aware of the sleep and rest policies, their responsibilities in implementing these.
- Services should consult with families about their child's individual needs and be sensitive to different values and parenting beliefs, cultural or otherwise, associated with sleep and rest. If needed, negotiate arrangements for relaxation and 'downtime' with the children, and arrange sleep and rest routines and practises with families for each child at our service.

If a family's beliefs and requests are in conflict with current recommended evidence-based guidelines, the service will need to determine if there are exceptional circumstances that allow for alternate practices. For example, with some rare medical conditions, the service may also consider undertaking a risk assessment and implementing risk minimisation plans for the children. Nominated supervisors and educators should be confident to refer to the service's Sleep and Rest Policies and Procedures if parents make requests that are contrary to the safety of the child. Child safety should always be the first priority.

- Children have different sleep, rest and relaxation needs. Children of the same age can have different sleep patterns, which nominated supervisors and educators need to consider within the service. As per Standard 2.1 (element 2.1.2) of the National Quality Standard, each child's comfort must be provided for and there must be appropriate opportunities to meet each child's sleep, rest and relaxation needs.

Supervision during sleep and rest time

Supervision is key to children's health and safety. Section 165 of the National Law requires the approved provider, nominated supervisor and educators to ensure all children being educated and cared for by the service/educator are adequately supervised at all times. This includes active monitoring and the



maintenance of adequate supervision during sleep and rest periods. While ratios alone do not ensure adequate supervision, the educator to child ratios prescribed in Regulation 123 must be maintained at all times – including during sleep and rest periods.

Children:

- Children should sleep and rest with their face uncovered.
- A quiet place should be designated for rest and sleep, away from interactive groups. If designated for rest, the space should allow for a calm play experience.
- Children's sleep and rest environments should be free from cigarette or tobacco smoke.
- Sleep and rest environments and equipment should be safe and free from hazards.
- Supervision planning and the placement of educators across a service should ensure educators are able to adequately supervise sleeping and resting children.
- Educators should closely monitor sleeping and resting children and the sleep and rest environments. This involves checking/inspecting sleeping children at regular intervals, and ensuring they are always within sight and hearing distance of sleeping and resting children so that they can assess a child's breathing and the colour of their skin. Service providers should consider the risk for each individual child, and tailor Sleep and Rest Policies and Procedures (including the frequency of checks/inspections of children) to reflect the levels of risk identified for children at the service. Factors to be considered include the age of the child, medical conditions,
- Individual needs and history of health and/or sleep issues.

Bedding:

Safe bedding

Light bedding is the preferred option; it should be tucked in to the mattress to prevent the child from pulling bed linen over their head.

Safe placement

Ensure a safety check of sleep and rest environments is undertaken on a regular basis.

If hazards are identified, lodge a report as instructed in the service's policies and procedures for the maintenance of a child safe environment.

Keep heaters and electrical appliances away from bedding area.

Meeting children's sleep, rest and relaxation needs

Individual children

-Ensure that children who **do not** wish to sleep are provided with alternative quiet activities and experiences, while those children who **do** wish to sleep are allowed to do so, without being disrupted. If a child requests a rest, or if they are showing clear signs of tiredness, regardless of the time of day, there should be a comfortable, safe area available for them to rest (if required).

-It is important that opportunities for rest and relaxation, as well as sleep, are provided.



-Consider that there are a range of strategies that can be used to meet children’s individual sleep and rest needs.

-Look for and respond to children’s cues for sleep (e.g. yawning, rubbing eyes, disengagement from activities and decreased ability to regulate behaviour).

-Avoid using settling and rest practices as a behaviour guidance strategy because children can begin to relate the sleep and rest environment, which should be calm and secure, as a disciplinary setting.

-Minimise any distress or discomfort.

-Acknowledge children’s emotions, feelings and fears.

-Ensure that the physical environment is safe and conducive to sleep. This means providing quiet, well-ventilated and comfortable sleeping spaces. Wherever viewing windows are used, all children should be visible to supervising educators.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Clothing policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to ensure the safety and comfort of all children by providing appropriate clothing guidelines for children, parents and staff utilising and working at the Service.

Children being clothed appropriately enables them to play without risk of sunburn and serious injury caused by inappropriate footwear or clothing. Children are more at ease, reassured, satisfied and less anxious when they are: dressed for warmth during winter or not over-dressed during summer, or wearing safe footwear when climbing outdoor play equipment or participating in sport.

Whilst children will generally attend the service wearing their school uniform, this policy will assist for times such as 'mufti' (out of uniform) days, and school vacation periods.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
	2.2 2.2.1 2.2.2 5.1 5.1.1 5.1.2	- Parent Handbook - Staff Handbook	- Australian Children's Education & Care Quality Authority 2014 - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - ECA Code of Ethics. - My Time, Our Place - Staying Healthy in Child Care 5 th Edition - Child Safe Principle 2,4,6,7



Implementation

Coordinator/Nominated Supervisor Will Ensure:

- Ensure that a Sun Safety Policy is developed and maintained.
- Ensure that educators are provided with personal protective equipment (e.g. gloves, goggles etc.) to facilitate cleaning and health protection measures.
- Provide information for educators about suitable clothing and footwear expectations for the education and care work environment.
- Provide information for families about suitable clothing and footwear. This information will also be available at the Service using a variety of communication strategies including newsletters, brochures, websites and posters.
- Ensure educators are aware of and abide by the Sun Safety Policy.
- Ensure the children are educated about appropriate clothing.

Educators Will:

- Consult with families about the individual needs of children with respect to different values and beliefs associated with clothing and footwear.
- Monitor children's clothing and footwear to ensure compliance with the Sun Protection Policy and to support the safety, comfort and well-being of every child.
- Consider clothing and footwear needs associated with excursions or planned learning experiences and communicate clearly with families about the need for extraordinary protective clothing requirements.
- Provide protective clothing, such as aprons, for messy play experiences. Children will be encouraged by educators to wear protective clothing during messy play.
- Encourage children to remove shoes and heavy/ excess layers of clothing as appropriate to reflect the room temperature and activity being participated in.
- Encourage children to utilise their self-help skills as appropriate to put on and remove clothing and shoes to meet their needs. For younger Kindergarten children, educators will use observation and monitoring skills to ensure children's clothing and footwear is appropriate for the environment and weather conditions.

Families Will:

- Provide spare clothing in children's bags during school vacation periods to allow for dirty clothing and changing weather conditions.
- Dress children appropriately, including footwear and appropriate hat.



- Ensure their child is clothed in an appropriate manner which will allow them to explore and play freely and not restrict them using equipment while at play.
- Not dress their children in good/expensive clothing.
- Ensure children are appropriately protected from the sun – (please refer to Sun Safety Policy for further directives on hats and clothing).
- Ensure children's clothing accommodates varying weather conditions. i.e. be loose and cool in summer to prevent overheating and warm enough for cold weather – including outdoor play. At all times educators will monitor children to ensure they are appropriately dressed for all weather, play experiences, rest and sleep routines.
- Ensure children have appropriate footwear that enables them to play comfortably and not cause safety concerns. i.e. thongs, clogs or backless shoes have a trip factor and do not allow children to use equipment safely- nor is this footwear appropriate for school.
- Ensure clean and appropriate spare clothing is available in children's school bags if required.
- Ensure all clothing and belongings are clearly labelled with the child's name.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Control of Infectious Diseases

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre has a duty of care to ensure that children families, educators and visitors of the Service are provided with a high level of protection during the hours of the Service's operation. We aim to manage illnesses and prevent the spread of infectious diseases throughout the Service. Immunisation is a simple, safe and effective way of protecting people against harmful diseases before they come into contact with them in the community. Immunisation not only protects individuals, but also others within the community, by reducing the spread of disease and illness. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
77 85 86 87 88 90 162 168	2.1.1 2.1.2 2.2	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Providing a Safe Physical Environment Policy - Incident, Illness, Accident & Trauma - Immunisation - Family Communication - Administration of medication - Sick Children - Work, Health & Safety - Medical Conditions 	<ul style="list-style-type: none"> - Australian Children's Education & Care Quality Authority. - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2017. - ECA Code of Ethics. - Guide to the National Quality Standard. - http://www.immunise.health.gov.au/internet/immunise/publishing.nsf/Content/67D8681A67167949CA257E2E000EE07D/\$File/No-Jab-No-Pay.pdf. - Department of Human Resources: National Immunisation Program Schedule NHMRC. - Staying Healthy Preventing infectious diseases in early childhood education and care services 5th edition - Medicare Australia - Public Health Act 2010 (as amended by Public Health Amendment

			(Vaccination of Children Attending Child Care Facilities) Act 2013) - Public Health Regulation 2012 - Child Safe Principles 6,7
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Implementation

INFORMATION TO BE DISPLAYED AT THE SERVICE

INFORMATION	WEBSITE	PHONE NUMBER
The National Immunisation Program (NIP) Service	http://www.immunise.health.gov.au/internet/immunise/publishing.nsf/Content/national-immunisation-program-schedule	1800 671 811
The NSW Immunisation Schedule	http://www.health.nsw.gov.au/immunisation/Pages/nsw-immunisation-schedule.aspx	
NSW Health Local NSW Public Health Unit Contact Details	http://www.health.nsw.gov.au/Infectious/Pages/default.aspx	1300 066 055

NOTE: HOMEOPATHIC IMMUNISATION IS NOT RECOGNISED.

NEW IMMUNISATIONS REQUIREMENTS FROM JANUARY 2016

- Only parents of children (less than 20 years of age) who are fully immunised or are on a recognised catch-up schedule can receive the Child Care Subsidy (CCS) and the Family Tax Benefit Part A end of year supplement. The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR).
- Children with medical contraindications or natural immunity for certain diseases will continue to be exempt from the requirements.
- Conscientious objection and vaccination objection on non-medical grounds will no longer be a valid exemption from immunisation requirements.
- Families eligible to receive family assistance payments and have children less than 20 years of age, who may not meet the new immunisation requirements, will be notified by Centrelink. (The ACIR



was expanded from 1 January 2016 so you can submit the details of vaccinations given to persons less than 20 years of age.)

COVID – 19

Bookings

- Priority will be given to families under the BCP funding rules of:
 - Essential frontline workers including: doctors, nurses, police, paramedics, educators, aged care workers, hospital staff, retail staff transport telecommunications energy and water employees and other essential government employees.
 - Vulnerable children or children at risk as deemed by the state
 - Any other family, these attendances will be assessed case by case as necessary
- Priority will also be given to those essential services employees to access their already booked places under the CCS system

Covid19 Safety Plan

- Any new enrolments during this period will be taken on a case by case basis. If deemed accepted, will not be deemed as permanent booking under the CCS system that is currently on hold and will cease once this funding ceases
- Vacation care bookings will be taken in our usual first in first serve basis, however now taking into account above priority of access rules and our cap during this time
- Covid19 Safety Plan has been developed and implemented within the service and will be updated annually, unless stated otherwise
- Centre will ensure to update to meet the NSW Health Department restrictions
- Centre has a risk assessment in place
- Staff and visitors will all sign in using the QR code and/ or sign in sheet
- Staff and parents are required to wear masks at all times.
- Centre has implemented cleaning routine and maintaining a 1.5 meters social distance
- Only a maximum of 70 individuals in the area unless stated otherwise

Staff

- Staff are required to have their first dose of either AstraZeneca or Pfizer vaccination of their choice by the 30th of August
- Staff are required to follow up second dose of the vaccination within the allocated time frame of their first dose



- Once both doses of the vaccination have been received, staff are required to show proof of completed vaccination certificate.
- A copy of the certificate will be in staff files
- Staff will ensure that if they are displaying any symptoms that they will remain at home, get tested and remain at home/ quarantine until they receive a negative result
- Staff will need to provide a doctors certificate

Children

- If children display symptoms, they should remain at home, get tested and remain at home/ quarantine until they receive a negative result
- Children will need to provide a doctor's certificate once they are better and are able to return to the center
- If children display symptoms while at the center, staff will call child's parents and inform them to immediately pick up their child and get tested

Overall service if positive

- If staff or child(ren) are tested positive, the center will go into lockdown for 14 days
- Anyone who has visited the center during this period will be informed and asked to get tested and isolate until a negative result or for 14 days

The Coordinator Will Ensure:

- That all information regarding the prevention of infectious diseases is sourced from a recognised health authority.
- Children are protected from harm by ensuring relevant policies and procedures are followed regarding health and safety within the Service.
- The Service appropriately collects, maintains, and stores the required enrolment documents and enrolment information of children in the Service.
- Staff attending are completely vaccinated.
- All information will be notified to all staff and parents.

A Nominated Supervisor Will Ensure:

- A hygienic environment is maintained and children are directed in their understanding of health and hygiene throughout the daily program and routine.
- Educators and staff are aware of relevant immunisation guidelines for children and themselves.
- Information is collected on enrolment and maintained regarding each child's immunisation status, and any medical conditions.



- Families are provided with relevant sourced materials and information on infectious diseases, health and hygiene including:
 - The current NSW Immunisation Schedule for children
 - Exclusion guidelines in the event of an infectious illness at the Service for children that are not immunised or have not yet received all of their immunisations
 - Advice and information regarding any infectious diseases in general, and information regarding any specific infectious illnesses that are suspected/present in the Service.
- Information is provided to families about an infectious disease by displaying and emailing the Infectious Diseases Notification Form and details.
- That an illness record form is completed no later than 24 hours after an illness occurring.
- All educators are mindful and preserve confidentiality of individual children's medical circumstances.
- Children's enrolment records are updated with regards to immunisation as required, (i.e. as children reach age milestones for immunisation), or at least twice a year.
- Current records are retained relating to staff immunisation status and ensure educators are familiar with procedures for exclusion of educators as well as children in the event of an infectious illness.
- Opportunities are provided for educators to source pertinent up to date information on the prevention of infectious diseases, and maintain health and hygiene routines from trusted sources.
- The Service will notify and implement the advice of the health department, or local health unit regarding Infectious Diseases as required.
- Children do not attend the Service if they are unwell. If a child has been sick they must be well for 24hrs before returning to the Service. The Director, if in doubt that the child has not returned to full health, may request a doctor's certificate.
- The register of illness is completed to document incidents of infectious diseases. Some diseases require your state authority to be notified.
- Washable toys and equipment will be washed in detergent and hot water or the dishwasher and aired to dry.
- Floor surfaces are to be cleaned on a daily basis after each meal and at the end of each day.
- Toilets/bathrooms are to be cleaned in the middle of the day, the end of the day and whenever needed throughout the day using disinfectant and paper towel.
- Disposable paper towel and disinfectant are used to clean bodily fluids off beds, floors, bathrooms, etc.
- Pregnant staff do not assist in toileting or cleaning up toileting accidents to prevent unexpected cross contamination.

Educators Will Ensure:



- Any child suspected of having an infectious illness are responded to and their health and emotional needs supported at all times.
- Appropriate health and safety procedures are implemented when treating ill children.
- Families are aware of the need to gather their child/ren as soon as practicable.
- Families are advised that they will need to alert the service if their child is diagnosed with an Infectious Illness.
- Their own immunisation status is maintained and advise the Approved Provider/Nominated Supervisor of any updates to their immunisation status.
- Provision of diverse opportunities for children to participate in hygiene practices, including routine opportunities, and intentional practice.
- Consideration is made regarding the combination of children to decrease the risk of attaining an infectious illness when planning the routines/program of the day.
- The Service adheres to the Health and Hygiene policy including:
 - hand washing
 - daily cleaning of the service
 - wearing gloves (particularly when in direct contact with bodily fluids)
 - appropriate handling and preparation of food.
- A weekly clean will be carried out on other surfaces that may transmit germs such as doorknobs, low shelving, etc. This will be increased if an outbreak has been recorded in the Service.
- That if a child has a toileting accident, the items will be placed in a plastic bag with the child's name on it. The plastic bag will be stored in a sealed container labelled 'soiled/wet clothing' for parents to take home.

Families Will:

- Advise the Service of their child's immunisation status, by providing written documentation of for the Service to copy and place in the child's file.
- Advise the Service if their child's immunisation/medical condition is updated and provide this information to the Service to ensure that enrolment records are up to date.



ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Hygiene

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to provide a healthy and hygienic environment that will promote the health of the children, staff and parents. All people in the centre will follow preventative measures in infection control. Educators will ensure that they maintain and model appropriate hygiene practices.

National Quality Standard and Relevant Legislation:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
168(2)(a) 174 178	2.1.3 2.1.4 2.3	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Providing a Safe Physical Environment Policy - Excursion Policy - Incident, Illness, Accident and Trauma Policy - Family Communication Policy - Supervision Policy - Work, Health and Safety Policy - Control of Infectious Diseases - Nutrition and Food Safety 	<ul style="list-style-type: none"> - My Time, Our Place Framework - Network OSHC <i>Code of Professional Standards</i>. - Work, Health and Safety Act (2011). - Child Safe Principle 6,7

Implementation

Coordinator/Nominated Supervisor/Educators Will Ensure:

- All toilet facilities will have access to a basin or sink with running hot and cold water.
- All toilet facilities will have soap, paper towel or hand dryer for washing and drying hands.
- Women and girls will have access to proper feminine hygiene disposal.
- Soap and paper towel will also be available in the kitchen area.
- One staff member will be responsible for monitoring the availability of soap and paper towel to ensure they do not run out.
- Toilets, hand basins and kitchen facilities will be cleaned and disinfected daily.



- Hand washing should be practised by educators and children before preparing or eating food and after all dirty tasks such as toileting, cleaning up any items, wiping a nose, before and after administering first aid, playing outside or handling an animal.
- Educators should maintain and model appropriate behaviour and encourage the children to adopt hygiene practices.
- Education in proper practices should be conducted on a regular basis, either individually or as a group. Health and hygiene practices can be highlighted to parents, and also through information sheets or posters.
- All educators must wear disposable gloves when in contact with blood, open sores or other bodily substance, clothes contaminated with bodily fluids or cleaning up a contaminated area. Staff must wash hands with soap and water after removing the gloves.
- Educators with cuts, open wounds or skin disease such as dermatitis should cover their wounds and wear disposable gloves. Used gloves should be disposed of safely.
- All surfaces will be cleaned with detergent after each activity and at the end of the day.
- All contaminated surfaces will be disinfected.
- All toys should be washed, cleaned and disinfected on a regular basis.
- All material items such as towels, dress ups and cushion covers will be laundered regularly.
- Children should not share hats.
- Each child will be provided with their own drinking cup and eating utensils.
- Children will be reminded not to share drinks & utensils or use items that have been dropped on the floor.
- All cups, plates and utensils will be washed in hot, soapy water.
- All rubbish or left over food is to be disposed of immediately.
- Lids must remain on the bins at all times and bins should be emptied daily.
- Bins will be lined with bin liners, which will be tied and placed in an external council bin daily. Bins will be disinfected regularly.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Immunisation Policy

Purpose

The purpose of this policy is to manage and prevent the spread of infectious illnesses and diseases. Chester Hill Neighbourhood Centre Outside School Hours Centre has a duty of care to ensure that all children, families and educators are provided with a high level of protection during the hours of the Services operation. This includes notifying children, families and educators when an excludable illness or disease is present in the Service; maintaining a record of children's and educators' immunisation status; complying with relevant health department exclusion guidelines; and Increasing educators' awareness of cross infection through physical contact with others. This policy applies to children, families, staff, management and visitors of the Service.

From 1 January 2018 children who are unvaccinated due to their parent's conscientious objection will no longer be able to be enrolled in childcare in NSW. Children who cannot be fully vaccinated due to a medical condition or who are on a recognised catch-up schedule will still be able to be enrolled upon presentation of the appropriate form signed by a medical practitioner.

National Quality Standard and Relevant Legislation:

Education and Care Services National Regulation	National Quality Standard	Other Service policies/documentation	Other
77 88 90 162	2.1 2.1.2 2.2 2.2.2 3.2 (MTOP)	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Enrolment & Orientation Policy - Family Communication - Maintenance of Records - Incident, Injury, Trauma & Illness - Control of Infectious Diseases - Work, Health & Safety 	<ul style="list-style-type: none"> - My Time, Our Place Framework - Australian Children's Education & Care Quality Authority - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - ECA Code of Ethics. - Guide to the National Quality Standard. - Staying Healthy in Child Care. 5th Edition - Immunise Australia Program - www.immunise.health.gov.au - Child Safe Principle 6,7,8



Implementation

Coordinator/ Nominated Supervisor Will Ensure:

- Display wall charts about immunisation.
- Review children's immunisation each month, updating the child's records kept at the service, and sending reminder letters and emails for families.
- Not enrol a child into the Service unless approved documentation has been provided that confirms the child is fully immunised for their age or has a medical reason not be immunised.
- Develop a staff immunisation record that documents each staff member's previous infection or immunisation.
- Require all new and current staff to complete the staff immunisation record.
- Regularly update staff immunisation records as staff become vaccinated.
- Provide staff with information about vaccine-preventable diseases.
- Take all reasonable steps to encourage non-immune staff to be vaccinated.
- Document advice given to educators and other staff, and any refusal to comply with vaccination requests.
- Notify families when an outbreak of an immunise-able disease occurs.
- Exclude any child who is not immunised from the Service if and when an outbreak of an immunise-able infectious disease occurs to protect that child and to prevent further spread of infection. In the instance of the child being immunised and the Immunisation Record not provided to the Service – the child would be viewed as not being immunised.
- Advise any staff members who fall pregnant to visit their GP immediately and have a test for Cytomegalovirus (CMV) to check their immunity. Any pregnant staff member who is at a heightened risk will double glove when coming into contact with any body fluids, especially saliva.

Families Will:

- Provide the Service with an updated copy of their child's current immunisation record.
- Understand that if their child has been excluded, they are still required to pay the full fee.
- Collect their child promptly from the service should they exhibit signs or symptoms of a communicable disease.
- Ensure they provide the Service with the Medicare immunisation record which can be downloaded through the myGov website. Please note that the 'blue book' is no longer an acceptable form of evidence



JURISDICTION SPECIFICATIONS FOR NSW

NEW SOUTH WALES (NSW)

- The National Immunisation Program (NIP) Schedule TO BE DISPLAYED IN THE SERVICE
can be accessed and downloaded from:
<http://immunise.health.gov.au/internet/immunise/publishing.nsf/Content/national-immunisation-program-schedule>
- NSW Health Phone number 1800 671 811
- Local NSW Public Health Unit Contact Details -
<http://www.health.nsw.gov.au/Infectious/Pages/default.aspx>
- Immunise Australia National Hotline
1800 671 811

Note homeopathic immunisation is not recognised

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Incident, Illness, Accident & Trauma Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to ensure the safety and well-being of educators, children and visitors, within the service and on excursions, through proper care and attention in the event of an incident, injury, illness or trauma. The service will make every attempt to ensure sound management of the event to prevent any worsening of the situation and complete reports on each event that will be signed by the family of the child involved. Family members or emergency contacts will be informed immediately where the incident, injury, illness or trauma is deemed serious and be reported to the NSW Regulatory Authority as per the National Law and Regulations. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation:

Education and Care Services National Regulation	National Quality Standard	Other Service policies/documentation	Other
12	2.1.2	- Parent Handbook	
85	2.2	- Staff Handbook	- My Time, Our Place Framework
86	2.2.1	- Administration of first aid	- Australian Children's Education & Care Quality Authority
87	2.2.2	- Administration of Medication	- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
88	2.2.3	- Anaphylaxis management policy	- ECA Code of Ethics.
89		- Asthma management policy	- Guide to the National Quality Standard.
97		- Control of infectious diseases	- Staying Healthy in Child Care. 5 th Edition
161		- Diabetes management policy	- Work, Health and Safety Act 2011
162		- Epilepsy policy	- ACECQA "Frequently Asked Questions"
168		- Immunisation	- NSW Department of Health guidelines
174		- Control of Infectious diseases	- Disability Discrimination Act 1975
176		- Medical conditions	- NSW Anti-discrimination Act 1977
		- Confidentiality policy	- Child Safe Principle 6,7
		- Maintenance of records	



Implementation

Enrolment Information

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

Incident, injury or trauma to a child whilst in the service

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

Another educator will:

1. Notify family or emergency contact person immediately regarding what happened and the action that is being taken including clear directions of where the child is being taken (e.g. hospital). Every effort must be made not to cause panic and to provide minimal detail regarding the extent of the injuries
2. Ensure that all blood or bodily fluids are cleaned up in a safe manner.

3. Ensure that anyone who has come in contact with any blood or fluids washes their hands in warm soapy water.
 4. Try to reassure the other children and keep them calm, keeping them informed about what is happening, and away from the child.
- Accidents which result in serious incident, injury, illness and trauma (including death) to a child must be reported to:
 - ✓ The ambulance service
 - ✓ The police
 - ✓ Family or emergency contact person
 - ✓ Regulatory Authority
 - The centre will notify the family or emergency contact person that a serious incident has happened and advise them to contact the relevant medical agency. Only a qualified medical practitioner can declare a person is deceased, therefore educators should ensure the parents are only advised that the injury is serious and refer them to the medical agency (i.e. hospital) where the child has been taken.
 - This information should be provided in a calm and extremely sensitive manner.
 - The site of the accident should not be cleared or any blood or fluids cleaned up until after approval from the Police.
 - All other children should be removed away from the scene and if necessary parents contacted for early collection of children. The children should be reassured and notified only that a serious incident has occurred.

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

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

Reporting of Serious Incident, Injury and Trauma

- All serious incidents, injury, illness or trauma will be recorded within 24 hours of the event occurring. The child's family or emergency contact must be notified of any accident or injury that has occurred to the child as soon as possible and no later than 24 hours after the event.
- The Nominated Supervisor is responsible for ensuring that, in the event of a serious incident, the regulatory authority is advised as well as the Approved Provider (e.g. Management Committee).



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

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

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

Procedure for Dealing with Illness

- Families are advised upon enrolment and in regular reminders not to bring sick children to the service and to arrange prompt collection of children who are unwell. The care needs of a sick child are difficult to meet without dramatically reducing the general level of supervision of the other children, or risking other children's health.
- Where a child takes ill at the service, all care and consideration will be given to comfort the child and minimise the risk of cross infection until the child is collected by the family/emergency contact.
- A child or adult will be considered sick if he/she:
 - Sleeps at unusual times, is lethargic.
 - Has a fever over 38^o.
 - Is crying constantly from discomfort.
 - Vomits or has diarrhoea.
 - Is in need of constant one to one care.
 - Has symptoms of an infectious disease.
- If a child is unwell at home, the family is not permitted to bring the child to the service. Children who appear unwell when being signed in by their parent/ guardian will not be permitted to be left at the service.
- If a child becomes ill whilst at the service, the parents will be contacted to take the child home. Where the family is unavailable, emergency contacts will be called to ensure the child is removed from the service promptly.
- The child who is ill will be comforted, cared for and placed in a quiet isolated area with adult supervision until the child's family or other authorised adult takes them home.
- During a fever, natural methods will be employed to bring the child's temperature down until the family arrives or help is sought. Such methods include removing clothing as required, clear fluids given, tepid sponges administered.
- If a child's temperature is very high, cannot be brought down and their family cannot be contacted, the child's enrolment record will be checked for permission to give paracetamol. If the situation becomes serious, the child will be taken to the doctor or an ambulance called.



- If a child has diarrhoea and/or vomiting whilst at the Service, Management will notify parents or emergency contact to collect the child immediately. If the Service has 2 more cases of gastroenteritis, the Public Health Unit must be notified.
- Children that have had diarrhoea and/or vomiting will be asked to stay away from the Service for 48 hours after symptoms have ceased to reduce infection transmission as symptoms can develop again after 24 hours in many instances.
- If a staff member becomes ill or develops symptoms at the centre they can return home if able or the Coordinator will organise for someone to take them home.
- The Coordinator will organise a suitable staff replacement as soon as possible.

Additional Responsibilities of Educators:

- Advise the parent to keep the child home until they are feeling well and they have not had any symptoms for at least 24 hours.
- Take all provisions to reduce the occurrence of accidents and injuries, recognise potential accidents that can occur which need to be responded to effectively.
- Practice emergency procedures in accordance with regulations.
- Ensure cardiopulmonary resuscitation (CPR) is visibly displayed in both in the indoor and outdoor environment.
- Maintain up to date with first aid, asthma and anaphylaxis qualification.
- Complete the incident, injury, trauma and illness report accurately, and have parents sign the form.
- Practice effective hand hygiene techniques.
- Ensure that appropriate cleaning practices are being followed in the Service.
- Disinfect toys and equipment on a regular basis and record on the toy cleaning register.

Families Will:

- Provide the Service with all relevant medical information, including Medicare and private health insurance.
- Provide up to date medical and contact information in case of an emergency.
- Provide a copy of medical management plans.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Medical Conditions Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre will work closely with children, families and where relevant schools and other health professionals to manage medical conditions of children attending the service. We will support children with medical conditions to participate fully in the day to day program in order to promote their sense of well being, connectedness and belonging to the service (*"My Time, Our Place"* 1.2, 3.1). Our educators will be fully aware of the nature and management of any child's medical condition and will respect the child and the family's confidentiality (*"My Time, Our Place"* 1.4). Medications will only be administered to children in accordance with the National Law and Regulations. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation:

Education and Care Services National Regulation	National Quality Standard	Other Service policies/documentation	Other
90 90 (1) (iv) 91 92 93 94 95 96	2.1 2.1.1 2.2 2.2.1	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Administration of first aid - Administration of Medication - Anaphylaxis management policy - Asthma management policy - Control of infectious diseases - Diabetes management policy - Epilepsy policy - Incident, illness, Accident & Trauma Policy - Control of Infectious diseases - Medical conditions - Confidentiality policy - Maintenance of records - Work, Health & Safety Policy - Supervision Policy 	<ul style="list-style-type: none"> - Australian Children's Education & Care Quality Authority. - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - My Time Our Place - ECA Code of Ethics - Staying Healthy in Child Care 5th Edition - Revised National Quality Standard - Child Safe Principle 6,7

Implementation

The Coordinator/Nominated Supervisor/Educators Will Ensure:

- Educators and Staff have a clear understanding about children's individual medical conditions.
- Communication between families and Educators is ongoing and effective.
- Educators receive appropriate training in managing specific medical conditions.



- There is an Educator in attendance at all times with a current accredited first aid and CPR training for specific medical conditions.
- Educators have a clear understanding about their role and responsibilities when caring for children with a medical condition.
- Families provide required information on their child's medical condition, including
 - Medication
 - Allergies
 - Medical Practitioner contact details
 - Medical Management Plan
- A Medical Management Plan/Risk Minimisation Plan has been developed in consultation with families and the child's medical practitioner.
- Educators have emergency contact information for the child.
- Casual Staff are informed of children and staff who have specific medical conditions or food allergies, the type of condition or allergies they have, and the Service's procedures for dealing with emergencies involving allergies and anaphylaxis.
- To gain permission to display children's individual medical management plans
- A copy of the child's medical management plan is visibly displayed and known to staff in the Service.
- A child is not enrolled at the Service without a Medical Management Plan and prescribed medication by their medical practitioner. Medication that is life threatening such as asthma inhalers, adrenaline auto injection devices and Insulin.
- If a child suffers from reaction, incident, situation or event related to a medical condition the Service and staff will:
 - Follow the child's Emergency Medical/Action Plan.
 - Call an ambulance immediately by dialling 000
 - Commence first aid measures/monitoring
 - Contact the parent/guardian when practicable (within 24 hours)
 - Contact the emergency contact if the parents or guardian can't be contacted when practicable (within 24 hours)
 - Notify the regulatory authority (within 24 hours)

Families Will Ensure:

- They provide management with information about their child's health needs, allergies, medical conditions and medication on the enrolment form and through verbal communication/meetings.



- The Service enrolment form is completed in its entirety providing specific details about the child's medical condition.
- They notify the Service if any changes are to occur to the Medical Management Plan.
- They provide the required medication and complete the long-term medication record.
- They provide an updated copy of the child's Medical Management Plan every 6 months.

Medical Management Plan

- Any Medical Management Plan provided by a child's parents and/or registered medical practitioner. This Plan should:
 - have supporting documentation if appropriate
 - include a photo of the child
 - if relevant, state what triggers the allergy or medical condition
 - include first aid needed
 - Include contact details of the doctor who signed the plan
 - state when the plan should be reviewed
- A copy of the Medical Management Plan will be displayed for Educators and Staff to see to ensure the safety and wellbeing of the child.
- The Service must ensure the medical management plan remains current and up to date all times.

Risk Minimisation Plan

All children with a diagnosed medical condition must have a risk minimisation plan in place.

A meeting will be arranged with the parents/guardian as soon as the Service has been advised of the medical condition. During this meeting a risk minimisation plan will be developed in consultation with the parent/guardian to ensure:

1. That the risks relating to the child's specific health care need, allergy or relevant medical condition are assessed and minimised
2. That practices and procedures in relation to the safe handling, preparation and consumption and service of food are developed and implemented
3. That the parents/families are notified of any known allergens that pose a risk to a child and strategies for minimising the risk are developed and implemented
4. Staff members and volunteers can identify the child, the child's medical management plan and the location of the child's medication are developed and implemented
5. That the child does not attend the Service without medication prescribed by the child's medical practitioner in relation to the child's specific health need, allergy or relevant medical condition



6. Plan(s) in conjunction with parents/guardians will be reviewed at least annually and/or will be revised with each change in the Medical Management Plan
7. All relevant information pertaining to the child's health and medical condition is communicated to parents at the end of each day
8. Any special activities taking place such as celebrations, sporting events and excursions have a plan to maintain safe inclusion of children.
9. Appropriate hygiene practices are followed when managing medical conditions in line with the Control of Infectious Diseases Policy
10. Risk minimisation plans will be reviewed in collaboration with families every 6 months

Communication Plan

A communication plan will be created after the meeting with the parents/guardian to ensure:

1. All relevant staff members and volunteers are informed about the medical conditions policy and the Individual Health Management Plan and Risk Minimisation Plan for the child; and
2. An individual child communication book is created so that a parent can communicate any changes to the Individual Health Management Plan and Risk Management Plan for the child.

At all times, families who have a child attending the Service who have a diagnosed medical condition will be provided with a copy of this policy which includes a communication plan and any other relevant policies.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre



Nutrition and Food Safety Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre recognises the importance of healthy eating to promote the growth and development of young children and is committed to supporting the healthy food and drink choices of children in our care. It is acknowledged that the early childhood setting has an important role in supporting families in healthy eating. Our Service therefore recognises the importance of supporting families to provide healthy food and drink to their children.

We are committed to implementing the healthy eating key messages outlined in the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. We support and promote the NSW Health initiative *Munch & Move* and utilise the Australian Government's *Get Up & Grow-Healthy Eating and Physical Activity for Early Childhood* and *Eat for Health* resources.

Our Service recognises the importance of healthy eating for the growth, development and wellbeing of young children and is committed to promoting and supporting healthy food and drink choices for children in our care. This policy affirms our position on the provision of healthy food and drink while children are in our care and the promotion and education of healthy choices for optimum nutrition.

We believe in providing a positive eating environment that reflects dietary requirements, cultural and family values, and promotes lifelong learning for children, as we commit to implementing and embedding the healthy eating key messages outlined in the NSW Health's *Munch & Move* program into our curriculum and to support the *National Healthy Eating Guidelines for Early Childhood Settings* outlined in the *Get Up & Grow* resources. Food will be prepared in accordance with the Food Safety Program. All kitchens and food preparation areas shall comply with Food Standards Australia and New Zealand. (FSANZ)

This policy applies to children, families, staff, and management of the Service.

National Quality Standard and Relevant Legislation:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
77 78 79 80 90 91 162 168	2.1 2.1.2 2.1.3	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Excursion Policy - Incident, Illness, Accident and Trauma Policy - Work, Health and Safety Policy - Control of Infectious Diseases 	<ul style="list-style-type: none"> - My Time, Our Place Framework - NSW Food Authority - Work Health and Safety Act 2011 - Work Health and Safety

		- Hygiene	Regulations 2011 - Australian Dietary Guidelines for children and adolescents. - National <i>Food Standards Code (FSANZ)</i> - <i>Food Act 2003 (NSW)</i> - <i>Food Regulation 2010 (NSW)</i> - Child Safe Principle 6,7
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Implementation

Coordinator/Nominated Supervisor/Educators Will Ensure:

- A menu, developed using the principles set out in the Australian Dietary Guidelines for Children and Adolescents, will be on display for families and children at all times and be an accurate representation of the food and drink that is being served.
- All children's individual needs such as allergies, cultural requirements, and health needs etc. will be addressed in the menus and families advised if they will be required to supply specific foods for their child.
- Food and drink consistent with the menu will be provided for morning and afternoon tea as well as small nutritious snacks available as necessary.
- Fresh drinking water will be available at all times for the children and educators.
- During vacation care, families will be asked to provide their child's lunch and drinks, unless otherwise stated on the program. No menu will be required where food and drink is not provided by the service.
- Children and families will be encouraged to share family and cultural traditions, ideas and recipes to contribute to the menu.
- Education of healthy eating habits will be developed through ongoing example, specific activities, notices, posters and information sheets to families.
- The denial of food will never be used as a punishment.
- Children's cooking activities will be encouraged to develop life skills.

Our Service will:

Where food is brought from home:



- Provide information to families on the types of foods and drinks recommended for children and suitable for children's lunchboxes.
- Encourage children to eat the more nutritious foods provided in their lunchbox, such as sandwiches, fruit, cheese and yoghurt, before eating any less nutritious food provided.
- Discourage the provision of highly processed snack foods high in fat, salt and sugar and low in essential nutrients in children's lunchboxes. Examples of these foods include lollies, chocolates, sweet biscuits, muesli bars, breakfast bars, fruit filled bars, chips, oven-baked crackers and corn chips.

Storing, preparing and serving food in a hygienic manner promoting hygienic food practices.

Our Service will:

- Ensure gloves (or food tongs) are used by all staff handling 'ready to eat' foods
- Ensure children and staff wash and dry their hands (using soap, warm running water and single use or disposable towels) before handling food or eating meals and snacks.
- Ensure food is stored and served at safe temperatures i.e. below 5°C or above 60°C.
- Separate cutting boards are used for raw meat and chicken, fruit and vegetables and utensils and hands are washed before touching other foods.
- Discourage children from handling other children's food and utensils.
- Ensure food-handling staff members attend relevant training courses and pass relevant information onto the rest of the staff.

Communicating with families

Our Service will:

- Provide nutritional information in the parent handbook in accordance with our nutrition and food safety policy.
- Provide opportunities for families to contribute to the review and development of the policy.
- Request that details of any food allergies or intolerances or specific dietary requirements be provided to the Service and work in partnership with families to develop an appropriate response so that children's individual dietary needs are met.
- Communicate regularly with families about food and nutrition related experiences within the Service and provide up to date information to assist families to provide healthy food choices at home.
- Communicate regularly with families and provide information and advice on appropriate food and drink to be included in children's lunchboxes. This information may be provided to families in a variety of ways including factsheets, newsletters, during orientation, information sessions and informal discussion.



ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre



Food Handling and Storage Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to ensure that food at the centre is prepared, handled and served hygienically, and stored appropriately to prevent food contamination and maintain freshness. Incorrect handling and storage of food can lead to contamination and spoilage. Our centre has a duty of care to the staff and the children in their care to ensure that they are provided with safe food during their time at the centre. This policy applies to children, families, staff, and management of the Service.

National Quality Standard and Relevant Legislation:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
77 168	2.1 2.1.2 2.1.3	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Excursion Policy - Incident, Illness, Accident and Trauma Policy - Work, Health and Safety Policy - Control of Infectious Diseases - Hygiene 	<ul style="list-style-type: none"> - Food Authority - Work Health and Safety Act 2011 - Work Health and Safety Regulations 2011 - National Food Standards Code (FSANZ) - Food Act 2003 (NSW) - Food Regulation 2010 (NSW) - Child Safe Principle 6,7

Implementation

Coordinator/Nominated Supervisor/Educators Will Ensure:

- Facilities are provided at the centre to ensure appropriate food handling include
- Pump dispensed soap provided for staff
- Disposable hand towels for drying hands
- Double bowl sink provided in kitchen
- Separate craft sink located outside kitchen
- Colour coded cloths for wiping- see signs in kitchen

Food Preparation and Handling



- Sufficient educators undertake an approved Food preparation and Handling course
- When preparing or handling food staff wear disposable gloves and wash their hands before and after handling food
- Educators are excluded from handling food if they are ill or have any open wounds or sores that cannot be effectively covered
- Fruits and vegetables are washed thoroughly before being served to children, even if the skin is to be removed
- For food preparation, educators must use clean cutting boards that have been washed and dried appropriately

Cooking Food

- Cooking activities are regularly included in the centres education program, the following guidelines are followed for cooking food:
- All foods are thoroughly thawed before cooking. Frozen meat, fish, poultry or dairy food are thoroughly defrosted in the refrigerator or on the defrost setting in the microwave and NEVER defrosted at room temperature
- When preparing food for cooking, separate chopping boards are used for raw and cooked foods to avoid contact between them. Food is thoroughly heated when cooking so that all parts of cooked foods reach a temperature of 70-degree Celsius during the cooking process.
- If children are involved in cooking they wash their hands under adult supervision before participation

Serving Food

- Food is served using clean, washed utensils and is kept covered until served.
- Educators must wear gloves when serving food and must wash hands before and after serving
- Educators will explain reasons and ask children not to share food or utensils when at the centre. Children are taught not to eat food that has been directly handled by other children or has fallen from their plate.
- Any food heated in the microwave for children is thoroughly heated, then stirred and allowed to cool down. Its temperature is checked prior to serving to ensure it is appropriate.

Washing and cleaning procedures for utensils and surfaces used for food preparation.

The following procedures are used to ensure that utensils and surfaces used for food preparation are hygienic.



- Utensils used for serving or preparing food are not used for any other purpose. All used utensils and chopping boards are washed in the dishwasher and dried at high temperature before being put back in the cupboard.
- All kitchen bench tops and tables are wiped with hot soapy water before and after each use.
- All dishcloths are washed and rinsed in hot soapy water after each use.

At the end of the day all dishcloths are soaked in hot water with disinfectant, washed and allowed to thoroughly dry before use the next day.

The following guidelines are followed for storage of food

- All perishable food (fruits, vegetables, dairy, meat or poultry) is stored in the refrigerator or freezer in sealed containers in accordance with the manufacturers recommended storage instructions. Raw and cooked food is stored in separate sealed containers in the refrigerator or freezer.
- Any dairy, meat, fish or poultry product that has accidentally defrosted or become warm due to refrigeration not functioning properly is discarded.
- All non perishable food is stored in airtight containers in the pantry
- All foods are stored in their original packaging to check their expiry date. Any food past expiry date is discarded.
- All foods are purchased from a reputable supplier and transported using appropriate storage containers eg Esky for frozen foods

Food handling

- Foods to be eaten raw are to be washed thoroughly
- Cook meat well. Frozen meat, fish and poultry must be thawed completely before cooking
- Store cooked foods carefully. Cooked foods prepared in advance are to be kept hot, at 60 degrees C or over or refrigerated.
- Avoid contact between raw and cooked foods. They should be stored apart, and utensils should be washed between using them on raw and then ready to eat food.
- Keep all kitchen surfaces meticulously clean.
- Store foods in tightly sealed containers
- Pets should not be allowed near food preparation areas.

When preparing food the following boards should only be used for

Yellow-	Cheese
Red	Meat
Green	Vegetables
Blue	Dough



ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Cyber Safety Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to create and maintain a cyber safe culture which works in accordance with our Service philosophy and privacy and legislative requirements to ensure the cyber safety of children, educators and families. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation:

Education and Care Services National Regulation	National Quality Standard	Other Service policies/documentation	Other
168 181 195 196	2.2 2.2.1 5.1.2 6.1.2 7.1.2	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Technology/Media - Educational Programming - Photography - Family Communication - Confidentiality - Maintenance of Records 	<ul style="list-style-type: none"> - Australian Children's Education & Care Quality Authority. - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - ECA Code of Ethics - https://esafety.gov.au - Guide to the National Quality Standard. - Child Safe Principle 1,2,3,4,6,7

Implementation

Cyber Safety encompasses technologies such as the Internet, and electronic communication devices, software programs including mobile phones and other wireless technology. With increasing sophisticated and affordable communication technologies, there is a candid need for children and young people to be methodically informed of both the benefits and risks of using these new technologies and provide safeguards and awareness for users to enable them to control their online experiences and the appropriate use of all technologies.

- The principles of confidentiality and privacy extend to accessing or inadvertently viewing and disclosing information about personnel, or children and their families, which is stored on the Service's network or any device



- Privacy laws are such that educators or other employees should seek advice from CHNC management regarding matters such as the collection and/or display/publication of images (such as personal images of children or adults), as well as text (such as children's personal writing).
- Ministry of Education guidelines should be followed regarding issues of privacy, safety and copyright associated with the online publication of children's personal details or work.
- All material submitted for publication on the Service's Internet/Intranet site should be appropriate to the Service's learning environment.
- Material can be posted only by those given the authority to do so by the CHNC management.
- The Service management should be consulted regarding links to appropriate websites being placed on the Service's Internet/Intranet (or browser homepages) to provide quick access to particular sites.

The Coordinator Will Ensure:

- The Service works with an ICT (Information and Communication Technology) security specialist to ensure the latest security systems are in place to ensure best practice. These can block access to unsuitable web sites, newsgroups and chat rooms. However, none of these tools are fool proof - they cannot be a substitute for active parental involvement in a child's use of the Internet..

A Nominated Supervisor, Responsible Person/ Educator Will:

- Ensure to use netiquette by adhering to Service policies and procedures for staying safe online. Even if you are confident about Cybersafety it would be a good idea to check if all those invited to your account have the required knowledge.
- Keep passwords confidential and not share it with anyone.
- Never request a family member's password or personal details via email.
- Report anyone who is acting suspiciously, or requesting information which they feel uncomfortable about.
- Ensure the policy is adhered to, and monitor the use of children using personal laptops or devices from home, and/or school provided laptops or devices.

Families Will Ensure:

- When sharing anything using technologies such as computers, mobile devices, email and the internet, it is important you and everyone else invited to your account understands about netiquette and staying safe online, ensuring privacy is adhered too. Even if you are confident about Cybersafety it would be a good idea to check if all those invited to your account have the required knowledge.



- When it comes to your own children, it is your choice what you share outside of the Service. Remember though that young children cannot make their own decisions about what gets published online so you have a responsibility to make sure whatever is shared is in your children's best interests.
- Sometimes other children in the Service may feature in the same photos, videos and observations as your children. In these cases, never duplicate or upload them to the internet/social networking sites or share them with anyone other than family members without those children's parents' permission.

Cyberbullying

There are a number of laws which have an impact on the duty of care of schools in relation to cyber bullying. We have a duty of care to children under various legislative frameworks, to ensure the environment is free from risk of harm.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Dental Health

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to promote children's health by creating an environment that supports healthy behaviour including good dental hygiene practices. Our Service will encourage dental health by providing nutritional foods for children, avoiding food and drinks that have a sweet and sugary content and ensuring water is available at all times. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation:

Education and Care Services National Regulation	National Quality Standard	Other Service policies/documentation	Other
168	2.1 2.1.2 2.1.3	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Family Communication - Confidentiality 	<ul style="list-style-type: none"> - Guide to the National Quality Standard. - Australian Children's Education & Care Quality Authority - Raising Children Network – www.raisingchildren.net.au - Health Insitiute - www.healthinsite.gov.au - Revised National Quality Standards - Child Safe Principle 6,7

Implementation

Coordinator/Nominated Supervisor Will:

- Ensure that the daily menu contains a nutritional balance of foods
- Minimise the provision of sugary foods
- Ensure access to safe drinking water at all times
- Arrange annual visits by dental health professionals as part of the program. Families and children will be encouraged to attend these visits where correct brushing techniques and dental care will be discussed.
- Provide dental care information to families through newsletters, posters, professional visits, web links and brochures.

Educators Will:

- Include dental health practices in the daily program
- Provide opportunities to discuss dental health education with children



- Support children to access dental health resources for research, exploration and identification These resources will be available through books, posters and visual aids
- Talk with children about dental health during the day, encouraging swish and swallow after meal time and having children partake in drinking water throughout the day
- Pay particular attention to meal and snack times to ensure healthy food is being eaten

In the Case of Dental Emergencies

It is important for educators to be aware of how to manage dental accidents and emergencies. Our service will:

- Collect contact information from families about their family dentist (if any). This process should be done during the enrolment process.
- Follow a dental accident procedure
- Ensure there is an Educator on duty with current first aid qualifications
- Ensure children are supervised at all times to minimise accidents and incidents

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Diabetes Management Policy

Purpose

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

National Quality Standard and Relevant Legislation:

Education and Care Services National Regulation	National Quality Standard	Other Service policies/documentation	Other
90 90(1) (iv) 91 92 93 94 95 96 168	2.1 2.1.2 2.2 2.2.1	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Administration of first aid - Incident, illness, Accident & Trauma - Medical Conditions - Supervision 	<ul style="list-style-type: none"> - Guide to the National Quality Standard. - Australian Children's Education & Care Quality Authority. - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - ECA Code of Ethics. - Staying Healthy in Child Care. 5th Edition - Care of Young Children With Diabetes in the Child Care Setting: A Position Statement of the American Diabetes Association http://main.diabetes.org/dorg/PDFs/Advocacy/Discrimination/ps-care-of-young-children-with-diabetes-in-child-care-setting.pdf - As 1 Diabetes - http://as1diabetes.com.au/ - Child Safe Principle 6,7

Implementation

Coordinator/Nominated Supervisor Will Ensure:

- **Parents/guardians of an enrolled child who is diagnosed with diabetes are provided with a copy of the Diabetes Management Policy and the Medical Conditions.**
- All staff members, including volunteers, are provided with a copy of the Diabetes Management policy along with the Medical Conditions Policy that is reviewed annually.

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

Diabetes Management and Emergency Medical Management Plan for children diagnosed with diabetes, attending excursions and other events.

- The programs delivered at the Service are inclusive of children diagnosed with diabetes and that children with diabetes can participate in all activities safely and to their full potential.
- All staff and volunteers at the Service are aware of the strategies to be implemented for the management of diabetes at the Service in conjunction with each child's Diabetes Management Plan.
- Updated information, resources and support is regularly given to families for managing childhood diabetes.
- That no child diagnosed with diabetes attends the Service without the appropriate monitoring equipment and any prescribed medications.
- Availability of meals, snacks and drinks that are appropriate for the child and are in accordance with the child's Diabetes Management plan at all times.

Educators Will:

- Read and comply with this Diabetes Management Policy and the Medical Conditions Policy.
- Know which children are diagnosed with diabetes, and the location of their monitoring equipment, Diabetes Management and Emergency Plans and any prescribed medications.
- Ensure an appropriately trained staff member will perform finger-prick blood glucose or urinalysis monitoring and will take action by following the child's diabetes management plan if these are abnormal.
- Communicate with parents/guardians regarding the management of their child's medical condition.
- Ensure that children diagnosed with diabetes are not discriminated against in any way and are able to participate fully in all programs and activities at the Service.
- Follow the strategies developed for the management of diabetes at the Service.
- Follow the Risk Minimisation Plan for each enrolled child diagnosed with diabetes.
- Ensure a copy of the child's Diabetes Management Plan is visible and known to staff in a Service.
- Take all personal Diabetes Management Plans, monitoring equipment, medication records, Emergency Management Plans and any prescribed medication when delivering or collecting the child from school, as well as on excursions and other events outside the Service.
- Recognise the symptoms of a diabetic emergency, and treat appropriately by following the Diabetes Management Plan and the Emergency Management Plan.
- Ensure a suitably trained and qualified Educator will administer prescribed medication if needed according to the Emergency Medication Management Plan in accordance with the Service's Administration of Medication Policy.
- Identify and where possible minimise possible triggers as outlined in the child's Diabetes Management Plan and Risk Minimisation Plan.



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

Families Will Ensure:

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



Diabetic Emergency

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

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

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

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

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Emergency Evacuation

Purpose

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

National Quality Standard and Relevant Legislation:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
97 98 168	2.2 2.2.1 2.2.2	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Providing a Safe Physical Environment Policy - Excursion Policy - Authorisations and Refusals Policy - Arrival and Departure Policy - Incident, Illness, Accident and Trauma Policy - Family Communication Policy - Supervision Policy - Health and Safety Policy 	<ul style="list-style-type: none"> - My Time, Our Place Framework - Network OSHC Code of Professional Standards. - Work, Health and Safety Act (2011). - Child Safe Principles 6,7

Implementation

We have a duty of care to provide all persons' with a safe and healthy environment. The National Quality Standard, Element 2.2.2 encourages Services to effectively manage incidents and emergencies in consultation with relevant authorities. The Emergency Evacuation plan should practiced and implemented to ensure best practice and the safety of children.

- A risk assessment will be conducted by educators and management annually to review and refine emergency procedures
- Emergency evacuation procedures and floor plans will be clearly displayed in a prominent position near the main entrance and exit of each room used by the service.
- All educators, including relief staff, will be informed of the procedure and their specific duties identified in their orientation to the service. Educators will make arrangements as to duties undertaken in the absence of other educators.
- Educators will discuss the emergency procedures with the children and the reasons for practising the drills prior to each emergency drill being undertaken. Following each drill, children should be reassured and their suggestions and comments welcomed for how the drill might be improved to provide them with a sense of control and understanding of the process.
- Children and educators will practice the emergency procedure at least twice a term, in all types of care, before school, after school and at the beginning of vacation care.
- All emergency drills will be recorded with date, time and length of time it took to leave building. Additional comments on recommendations for improvements can also be included in the record.
- Families will be informed of the procedure and assembly points in the parent handbook.
- No child or educator is to go to their bags to collect personal items during an emergency evacuation. This would lead to confusion and delays.
- The service will maintain a fire blanket and smoke detectors and have them checked regularly as per the manufacturers instructions.
- Inspecting, testing, and servicing fire extinguishers, blankets and other emergency equipment thoroughly is imperative to safety, and compliance to Australian regulations. The maintenance regime for the inspection and testing of fire extinguishers & hydrants is specified in the Australia Standard AS 1851 Maintenance of Fire Protection Systems and Equipment.
- All extinguishers have to be inspected at six monthly intervals and if they don't have a pressure gauge, they may need to be weighed to check they are still full. Some extinguisher types may require additional tasks to be carried out annually. Extinguishers need to be emptied, pressure tested and refilled every five years. There may be other servicing requirements at 3, 5 or 6 years.
- The tests and intervals are to be recorded on a label or metal tag attached to the unit.
- Educators will only attempt to extinguish fires if the fire is small, there is no threat to their personal safety and they feel confident to operate the extinguisher and all the children have been evacuated from the room.
- Educators should be aware of bush fire danger and if relevant have appropriate training on the necessary procedures. **SERVICES IN BUSH FIRE PRONE AREAS MUST HAVE A PLAN.**



- The Local Fire Authority should be contacted for advice and training on fire safety and this plan included in your procedures.

Example Plan - The evacuation plan will include:

- ✓ *Routes of leaving the building suitable for all ages and abilities. These should be clearly mapped out.*
- ✓ *Plan of where the fire extinguishers are located displayed in a public place.*
- ✓ *A safe assembly point away from access of emergency services.*
- ✓ *An alternative assembly area in case the first one becomes unsafe.*
- ✓ *List of items to be collected and by whom.*
- ✓ *List of current emergency numbers.*
- ✓ *Educator's duties in the emergency.*

Educators will be nominated to:

- ✓ *Make the announcement to evacuate, identifying where and how.*
- ✓ *Collect children's attendance records and families contact numbers.*
- ✓ *Collect emergency services numbers.*
- ✓ *Make the phone call to 000 or other appropriate service, management and families as required.*
- ✓ *Collect the first aid kit.*
- ✓ *Check that the building and playground is empty and that all doors and windows are closed as far as possible, to reduce the spread of a fire.*
- ✓ *Supervise the children at the assembly area, and take a roll call of children. Educators should be aware of any visitors.*

When the emergency service arrives, the Coordinator will inform the officer in charge of the nature and location of the emergency and if there is anyone missing.

No one should re-enter the building until the officer in charge has said it is safe to do so.

- Emergency evacuation plans should be practiced and reviewed frequently. Evacuation plans must be displayed in prominent positions near each exit and in the children's environment with a compliant floor plan for ease of reference.

Circumstances under which evacuation will occur are as follows:

- Fire within the building or playground
- Fire in the surrounding area where the Service is in danger (If you are unsure how close the fire is call; Local Fire Station: insert number here or Rural Fire Services on: insert number here.
- Flood (call State Emergency Service – NSW SES Bankstown Unit (02) 4251 6111)
- Terrorist threat



- Others may include: gas explosion, traffic accident or event which could render the building unsafe

Harassment and Threats of Violence

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

- Calmly and politely ask them to leave the service or the vicinity of the children.
- Be firm and clear and remember your primary duty is to the children in your care.
- If they refuse to leave, explain that it may be necessary to call the police to remove them.
- If they still do not leave, call the police.
- If the Coordinator is unable to make the call another educator should be directed to do so.

Educators should liaise with team members in advance to determine a code phrase that will alert another team member to a threat situation arising and prompt them to contact police.

- Where possible, educators must endeavour to calmly move the children away from the person and this may be achieved quickly with the use of another code phrase that will encourage word of mouth transmission between children to move quickly from the area to another safer environment without causing them alarm (as an example, the reminder to a child that ice cream is being served today at a specified location for all children).
- No educator should attempt to physically remove the unwelcome person, but try to remain calm and keep the person calm as far as possible and wait for the police.
- Educators should be aware of any unfamiliar person on the premises and find out what they want as quickly as possible and try to contain them outside the service.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Lockdown Policy

Purpose:

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to keep children safe in every situation. Characteristics of an emergency situation may be that they are sudden, unexpected, dangerous or distressing. Emergency situations may challenge educator's beliefs, and the policies and procedures of the education and care service. Normality is threatened. The situation may induce a strong emotional reaction that could have the ability to hamper clear thinking. Planning to manage incidents and emergencies assists services to protect adults and children, to maintain children's wellbeing and a safe environment and to meet requirements of relevant occupational health and safety legislation. (Guide to the National Quality Standard, p.78).

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
77	2.1.1	Parent Handbook	Australian Children's Education & Care Quality Authority. Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2017. ECA Code of Ethics. Guide to the National Quality Standard. http://www.immunise.health.gov.au/internet/immunise/publishing.nsf/Content/67D8681A67167949CA257E2E000EE07D/\$File/No-Jab-No-Pay.pdf . Department of Human Resources: National Immunisation Program Schedule NHMRC. Staying Healthy Preventing infectious diseases in early childhood education and care services 5th edition Medicare Australia Public Health Act 2010 (as amended by Public Health Amendment (Vaccination of Children Attending Child Care Facilities) Act 2013) Public Health Regulation 2012 Child Safe Principles 6,7
81	2.1.2	Staff Handbook	
85	2.2	Providing a Safe Physical Environment Policy	
86		Incident, Illness, Accident & Trauma	
87		Immunisation	
88		Family Communication	
90		Administration of medication	
97		Sick Children	
98		Work, Health & Safety	
162		Medical Conditions	
165			
167			
168			



In the event that the service needs to be locked down, we aim to conduct this in a rehearsed, timely, calm and safe manner to secure the safety of each person using the service. The safety and wellbeing of each child, educator and person using the service is paramount above any other consideration in the time of an emergency or lockdown. Any other procedures will be carried out only if it is safe to do so. We define an emergency as an unplanned, sudden or unexpected event or situation that requires immediate action to prevent harm, injury or illness to persons or damage to the Service's environment. It is a risk to an individual's health and safety. We have defined emergencies that are specific to our environment and undertaken risk assessments.

There are potential situations that will require the facility to go into 'lockdown'. For example, the following are examples of situations that may require lockdown:

- Severe storms, Heatwave
- Extreme smoke from distant bushfire
- Chemical or hazardous substance spill
- Gas leak / atmospheric hazardous substance
- Dangerous animal or insects
- Potentially dangerous intruder/unwanted or uninvited visitor
- Potentially violent/dangerous person due to intoxication or substance abuse
- Unidentified external disturbance
- Children/educators being taken hostage
- A siege of service property
- A disaster in the local community
- Unusual amounts of media attention

We have a duty of care to provide all persons' with a safe and healthy environment. The National Quality Standard, Element 2.2.2 encourages Services to effectively manage incidents and emergencies in consultation with relevant authorities, and practiced and implemented to ensure best practice and the safety of children.

Lockdown drills should be practiced and reviewed at least every three months. Lockdown plans must be displayed in prominent positions near each exit and in the children's environment with a compliant floor plan for ease of reference.

If appropriate, local emergency services (eg fire, police, and ambulance), local government, community leaders and other relevant agencies will be consulted for advice about assembly points and accessibility for adults or children with special needs

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

Procedure:

All emergency plans need to include an emergency pack which contains a first aid kit and updated family/emergency contact lists. Staff sign on sheets and child attendance records should be collected in each situation. Emergency evacuation procedures should be practiced every three months to meet regulatory requirements and to embed the evacuation process into regular practice for educators, children, families and regular visitors. An evacuation plan is used where it is deemed necessary to evacuate the immediate area or building to ensure the safety and wellbeing of children and adults.



To support all educators and staff to have a clear understanding of their role in an emergency situation, evacuation plans should include a visual map of the education and care service and a one page, step-by-step overview of the evacuation process. The visual map should have clearly marked exits and exit routes from all locations within the education and care service. The one page overview of the evacuation process should state who is responsible, what needs to be collected, the location of the assembly point and contain the physical address of the assembly point location and all contact details of the service for easy reference. Both the visual map and the written overview of the evacuation plan must be displayed in all areas of the education and care service.

Planning for an education and care service lockdown not all emergency situations will require education and care services to evacuate from the premises. Some situations, such as the threat of a violent person or a police operation in the vicinity, may require the service to go into lockdown. This means that the education and care service locks all doors and windows and where possible, removes children, educators and other adults from view. These situations may take time to be resolved and locations should be selected to allow for easy access to kitchen, bathroom. These areas will need to allow for children to engage in small or large group experiences during the lockdown period.

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

Implementation

Co-ordinator/Nominated Supervisor Will Ensure:

During an emergency situation, educators and staff may have family members of their own that they may be concerned about which can create additional stress. To address these concerns, consider including in your policy items such as allowing time for educators and staff to contact their immediate family to enable them to make decisions around their safety and wellbeing.

Educators will be nominated to:

- ✓ Make the announcement to evacuate, identifying where and how.
- ✓ Collect children's attendance records and families contact numbers.
- ✓ Collect emergency services numbers.
- ✓ Make the phone call to 000 or other appropriate service, management and families as required.
- ✓ Collect the first aid kit.
- ✓ Check that the building and playground is empty and that all doors and windows are closed as far as possible, to reduce the spread of a fire.
- ✓ Supervise the children at the assembly area, and take a roll call of children. Educators should be aware of any visitors.

When the emergency service arrives, the Coordinator will inform the officer in charge of the nature and location of the emergency and if there is anyone missing.

No one should re-enter the building until the officer in charge has said it is safe to do so.



The drills will:

- take place at various times of the day and week to ensure all children and educators get the opportunity to rehearse. All persons present at the service during the evacuation drill must participate. Each Responsible Person in Charge will have a turn at taking charge of the lockdown.

Be documented, timed and assessed. Debriefing will occur the following staff meeting to identify any improvements that may be made.

Lockdown Procedures

If it is unsafe for children, educators and visitors to remain outside, the service will go into lockdown.

The educator who witnesses the event or issue must try to raise an alarm with the responsible person in charge and or the inside educator

The inside Educator will call 000 immediately if the event or issue requires the police, ambulance or fire service to respond

If necessary an educator will use the code message to alert educators.

Educators will assist children and visitors into the nearest open building or designated safe location as quickly and as calmly as possible

Educators are to close and lock all doors and windows, turn the lights off and ensure children are kept below the window level.

Develop an effective strategy for conducting the roll and communicating with children, educators, families and visitors of the Service

Educators will assist any individuals with any disabilities to take cover and hide.

Children should remain quiet, down low and out of sight during the lockdown period

Educators not involved in the lockdown or without children to supervise are to go to the front of the service to liaise with Emergency Services if it is safe to do so

Wait for emergency services to arrive or provide further information

The Responsible Person in Charge will make sure that a member of the Management Committee are contacted as soon as possible

Families will be notified as to the nature of the emergency by SMS

Emergency packs

Emergency packs should be checked to ensure there are adequate and replenished supplies available should an emergency situation occur. Schedule monthly checks of emergency packs as part of the audit process for your first aid kit.



ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Epilepsy Management Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre is committed to providing a safe and healthy environment that is inclusive for all children, staff, visitors and family members that are diagnosed with epilepsy. The aim of this policy and procedure is to ensure that educators, staff and families are aware of their obligations and required strategies in supporting children with epilepsy and management of seizures. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
90	2.1.1	- Parent Handbook	- My Time, Our Place Framework
90(1)(iv)	2.1.2	- Staff Handbook	- Australian Children's Education & Care Quality Authority.
91	2.2	- Administration of First Aid	- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations.
92	2.2.1	- Incident, Illness, Accident & Trauma	- ECA Code of Ethics.
93	2.2.2	- Medical Conditions	- Guide to the National Quality Standard.
94		- Supervision	- Staying Healthy in Child Care. 5 th Edition
95			- Child Safe Principles 6,7
96			
168			

Implementation

We will involve all educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The Service will adhere to privacy and confidentiality procedures when dealing with individual health needs.

A copy of all medical conditions policies will be provided to all educators and volunteers and families of the Service. It is important that communication is open between families and educators so that management of epilepsy is effective.



The most important thing to do when working with a child with epilepsy is to get to know the individual child and their condition. All children with epilepsy should have an **Epilepsy Management Plan**. It is important that all those working with children living with epilepsy have a good understanding of the effects of seizures, required medication and appropriate first aid for seizures.

Coordinator, Nominated Supervisor / Responsible Person Will Ensure:

- All staff including volunteers are provided with a copy of the Epilepsy Management Plan.
- A copy of this policy is provided during each new staff member's induction process.
- All staff members have completed first aid training approved by the Education and Care Services National Regulations at least every 3 years and is recorded, with each staff members' certificate held on the Service's premises.
- All staff attend regular training on the management of epilepsy as part of first aid training and, where appropriate, emergency management of seizures using emergency epileptic medication, when a child with epilepsy is enrolled at the Service.
- A Medical Conditions Risk Minimisation plan is completed for each child diagnosed, outlining procedures to minimise the incidence and effect of a child's epilepsy. The plan will cover the child's known triggers and where relevant other common triggers which may cause an epileptic seizure.
- All staff members are trained to identify children displaying the symptoms of a seizure, and locate their personal medication and Epilepsy Management Plan.
- All children enrolled at the Service with epilepsy must have an Epilepsy Management Plan, seizure record and, where relevant, an Emergency Medical Management Plan, filed with their enrolment record. Records must be no more than 12 months old and updated regularly by the child's registered medical practitioner.
- Individual Epilepsy Management and Emergency Medical Management Plans will be displayed in key locations throughout the Service.
- A copy of this policy will be provided to a parent or guardian of each child diagnosed with Epilepsy at the Service and reviewed regularly.
- Updated information, resources and support is regularly given to families for managing epilepsy.
- That no child who has been prescribed epilepsy medication attends the Service without the medication.
- That a child's Epilepsy management plan is signed by a Registered Medical Practitioner and inserted into the enrolment record for each child. This will describe the prescribed medication for that child and the circumstances in which the medication should be used.
- Implement a communication strategy and encourage ongoing communication between parents/guardians and staff regarding the current status of the child's medical condition, this policy and its implementation.



- Ensure that a staff member accompanying children to or from school, or outside the Service carries the prescribed medication and a copy of the Epilepsy Management and Emergency Medical Management Plan for children diagnosed with epilepsy.

Educators Will:

- Ensure a copy of the child's Epilepsy Management Plan is visible and known to staff in a Service.
- Follow the child's Epilepsy Management Plan in the event of a seizure.
- Record all epileptic seizures according to the Epilepsy Management Plan.
- Take all personal Epilepsy Management Plans, seizure records, medication records, Emergency Medication Plans and any prescribed medication when delivering or collecting the child from school, or on excursions and other events outside the Service.
- Ensure a suitably trained and qualified Educator will administer prescribed medication when needed according to the Emergency Medication Management Plan in accordance with the Service's Administration of Medication Policy.
- Recognise the symptoms of a seizure, and treat appropriately by locating the Epilepsy Management Plan and the Emergency Medication Management Plan.
- Identify and where possible minimise possible seizure triggers as outlined in the child's Epilepsy Management Plan.
- Consult with the parents/guardians of children with epilepsy in relation to the health and safety of their child, and the supervised management of the child's epilepsy.
- Ensure that children with epilepsy can participate in all activities safely and to their full potential.
- Increase supervision of a child diagnosed with epilepsy on special occasions such as excursions, incursions, parties and family days.
- Regularly check and record the expiry date of the prescribed Epilepsy Management medication.
- Provide information to the Service community about resources and support for managing epilepsy.
- If a child who is not diagnosed with epilepsy has a seizure, a suitably trained and qualified Educator will;
 - Protect the child from injury- Remove any hazards that the child could come into contact with
 - Not restrain the child or put anything in their mouth
 - Gently roll them on to the side in the recovery position as soon as possible (not required if, for example, child is safe in a wheelchair and airway is clear)
 - Monitor the airway
 - Call an ambulance. This may include when:
 - A seizure continues for more than three minutes

- Another seizure quickly follows the first
- It is the child's first seizure
- The child is having more seizures than is usual for them
- Certain medication has been administered
- They suspect breathing difficulty or injury

Families Will:

- Information of their child's medical condition- epilepsy is provided, either on enrolment or on diagnosis.
- Develop an individual Medical Conditions Risk Minimisation Plan with Service staff.
- Provide staff with an Epilepsy Management Plan and an Emergency Medication Management Plan developed and signed by a Registered Medical Practitioner for implementation within the Service.
- Provide staff with the prescribed medications from the Emergency Medication Management Plan, providing an adequate supply of emergency medication for their child at all times.
- Regularly check the expiry date of the prescribed medications kept at the Service.
- Assist staff by offering information and answering any questions regarding their child's medical condition.
- Notify the staff of any changes to their child's medical condition and provide a new Epilepsy Management Plan in accordance with these changes.
- Communicate all relevant information and concerns to staff, for example, any matter relating to the health of the child.
- Comply with the Service's policy that no child who has been prescribed medication for epilepsy is permitted to attend the Service or its programs without that medication.
- Read and be familiar with the policy.
- Bring relevant issues to the attention of both staff and licensee.
-

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Excursion Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre will plan excursions to extend the educational programming at the service. Excursions are designed to allow children to explore their physical and social environment, including their local community, away from the service's premises ("My Time, Our Place" Outcome 2.1). Parental permission will be sought for all excursions and each excursion will be carefully planned and the potential risks assessed. When planning excursions, educators will take into consideration experiences that encourage children to investigate ideas, solve problems and use complex concepts and thinking, reasoning and hypothesising and to transfer and adapt what they have learned from one context to another ("My Time, Our Place" Outcomes 4.2, 4.3). This policy applies to children, families, staff, management and visitors of the Service

National Quality Standard and Relevant Legislation:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
99 100 101 102 168	2.2 2.2.1 2.2.2 2.3	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Anti-Bias & Inclusion Policy - Code of Conduct - Educational Program Policy - Interaction with Children, Family & Staff - Enrolment & Orientation - Confidentiality - Supervision - Incident, Illness, Accident & Trauma - Communication 	<ul style="list-style-type: none"> - My Time, Our Place Framework - The Business of Childcare, Karen Kearns 2004 - Education and Care Services National Regulation - Revised National Quality Standard - Australian Children's Education and Care Quality Authority (ACECQA) - Child Safe Principles 6,7

Implementation

Excursions will be conducted with the children's safety and wellbeing in mind at all times. We will regularly schedule incursions and visitors to our Service, however, if we feel an excursion will benefit the children we will adhere to the National Regulations and Service policies and procedures.



Education Risk Assessment:

- Coordinator/Authorised Supervisor must conduct a risk assessment that reflects national regulation 101 before an authorisation is required under regulation 102 to determine the safety and appropriateness of the excursion.
- The Service will use an Excursion Risk Assessment
- The Service will notify families about the excursion using an Authorisation for Excursion
- Families have a right to view the risk assessment prior to the excursion upon request in which the Service must comply with ensuring all information is available.
- A risk assessment must identify and assess risks that the excursion may pose to the safety, health and wellbeing of any child being taken on the excursion
- Specify how the identified risks will be managed and minimised
- Consider the proposed route and destination for the excursion and any water hazards
- Reflect on any risks associated with water based activities
- Contemplate the transport to and from the proposed destination for the excursion
- Consider the ratio of adults to children involved in the excursion
- Consider 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 specialised skills are required (for example: life-saving skills)
- Consider the planned activities
- Determine the duration of the excursion
- Consider items that should be taken on the excursion (mobile phone, emergency contacts, first aid kit, medical plans etc.)
- Consider children's age, interests and abilities when planning the excursion

Parent Authorisation

- The Nominated Supervisor must ensure that a child is not taken outside the Service premises on an excursion unless written authorisation has been provided under sub regulation (4)
- The authorisation must be given by a parent or other authorised person named in the child's enrolment record



- The authorisation form must state
 1. The child's name
 2. The reason the child is to be taken outside the premises
 3. The date the child is to be taken on the excursion (unless the authorisation is for a regular outing)
 4. A description of the proposed destination for the excursion
 5. The method of transport to be used for the excursion
 6. The proposed activities to be undertaken by the child during the excursion
 7. The period the child will be away from the premises
 8. The anticipated number of children likely to be attending the excursion
 9. The anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion
 10. The anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion
 11. That a risk assessment has been prepared and is available at the Service.
- If the excursion is a regular outing, the authorisation is required to be obtained only once in a 12-month period.

Supervision

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

Transportation for the Excursion:

- Children are only permitted to travel to an excursion on any form of transport with written permission from their families.
- If using public transport (such as bus, ferry, taxi, train, etc.) children must be effectively supervised at all times and never left unattended.
- In some circumstances where the site of the excursion is close to the service, it will be appropriate for children and educators to walk to the site.
- The decision to walk should be preceded by a risk assessment and the route should be determined consistent with the objective of ensuring the safety of educators and children.
- Public transport should be used for excursions, wherever appropriate.

When using public or private transport it is important that each journey is risk assessed, for example, when travelling by:

1. BUS

Management must ensure that the seating capacity as displayed on the compliance registration is not surpassed. All children must sit on seats, preferably with, or close to, an adult. Seat belt guidelines must be followed depending on the bus. If the bus has seat belts, they must be worn at all times.

2. TRAIN

Management will be required to contact the local station prior to the excursion to inform them of the time you will be travelling, the destination and the number of children and adults who will be travelling.

3. CAR

Any motor vehicle that is used to transport children on an excursion (other than a motor vehicle seating more than nine persons) must be fitted with child restraints and/or seatbelts that are appropriate for the age and weight of each child, that conform to the Australian Standards, and are professionally installed or checked by an authorised restraint fitter. Management must review their insurance policy prior the excursion to ensure the Service protects liability.

Lost Child

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

- Inform other educators in your group.
- Ask the children if they have seen the missing child recently.
- Reassure any child who may be upset.
- Search the premises.
- Check the meeting points.
- Ask the venue staff to begin a search and make an announcement over a loudspeaker if possible.



- Once initial checks have been undertaken and if the lost child has not been found, the Nominated Supervisor or another educator with a Supervisor Certificate will call the Police and the family.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Furniture and Equipment Safety

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to ensure all furniture and equipment at the Service has acceptable safety standards and age appropriate for the children. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
103 105	2.2 2.2.1	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Anti-Bias & Inclusion Policy - Code of Conduct - Educational Program Policy - Interaction with Children, Family & Staff - Enrolment & Orientation - Confidentiality - Supervision - Incident, Illness, Accident & Trauma - Communication 	<ul style="list-style-type: none"> - My Time, Our Place Framework - Australian Children's Education & Care Quality Authority. (2014). - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015, - ECA Code of Ethics. - Guide to the National Quality Standard. - Child Safe Principles 6,7

Implementation

We will only use furniture and equipment that has been made in accordance with Australian design standards.

The Coordinator/Nominated Supervisor Will Ensure:

- The equipment and furniture used in providing the education and care at the Service is safe, clean and in good repair.
- The age recommendation in relation to the age and developmental stage of the children using the furniture and equipment.
- Educators are aware of appropriate instructions for use and supervision.



- Furniture is securely built so it will not collapse, is easy to clean, and non-toxic.
- They identify any entrapment hazards; it is easy for small fingers and limbs to get caught in gaps. Head and upper body entrapments can cause death by asphyxiation.
- All equipment and furniture is kept in a clean and hygienic state, particularly before and after food service.
- Furniture and equipment does not contain any lead. This is most likely to occur with second hand furniture.

Educators Will Ensure:

- They carefully consider all aspects regarding the use of furniture and equipment and how it suits the age and stage of the children's development.
- All cupboards have safety locks and remain locked when not in use.
- Effective supervision of children, at all times to minimise the risk of accidents and injuries that could result from the furniture and equipment within the learning environment.
- They regularly test locking devices to ensure they work correctly.
- They regularly check furniture and equipment for stability, wear and tear.
- Non-toxic, easy to clean surfaces will be sourced for all equipment.
- They reflect on common accidents and incidents in the learning environment and implement an action plan to ensure the safety of children and minimise accidents at the Service.
- A record is kept of any equipment that needs maintenance in the *Hazard Report Form*.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Hand Washing

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre is committed to assuring the health and safety of all educators, staff, volunteers, families and children, providing a safe and healthy environment. The importance of reducing the risk of infection is through effective hand hygiene. We aim to perform specific hand washing hygiene practices required, to minimise the risks associated with cross infection. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
77 106 109	2.1 2.1.1 2.1.2 2.2 2.2.1	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Incident, Illness, Accident & Trauma - Work, Health & Safety - Animal & Pet - Administration of Medication - Control of Infectious Diseases - Sick Children - Supervision 	<ul style="list-style-type: none"> - My Time, Our Place Framework - Australian Children's Education & Care Quality Authority. (2014). - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015, - ECA Code of Ethics. - Guide to the National Quality Standard. - Staying Healthy in Child Care 5th Edition - Child Safe Principles 6,7

Implementation

Hand washing is a vital strategy in the prevention of spreading many infectious diseases. Research emphasises good hand washing as the single most important task you can do to reduce the spread of bacteria, germs, viruses and parasites that infect yourself, other staff and children being cared for. Chester Hill Neighbourhood Centre (OOSH) will adhere to National Regulation requirements, standards and tools to



support the effectiveness of our hand washing policy. We aim to educate and encourage children to wash their hands effectively, which will help to reduce the incidence of infectious diseases.

Requirements of Coordinator/ Nominated Supervisor/Educators/Responsible Person/Visitors/Families to Wash Hands:

- On arrival at the Service
- Before and after toileting
- After wiping a runny nose or blowing your own nose
- Before and after administering first aid
- Before and after administering medication
- After using chemicals
- Before eating, preparing and serving food
- After cleaning up bodily fluids
- After removing protective gloves
- Before going home

Strategies Educators Will Use to Encourage Effective Hand Hygiene Practice:

- Talking about the importance of hygiene
- Using a clear visual poster with a step by step instructions
- Using positive language
- Encouraging and using positive reinforcement
- Ensuring equipment is accessible
- Provide clear simple routines
- Give children sufficient time to practice and develop their skills
- Ensure adequate supervision and assistance is available when required
- Ensure Hands are dried after washing to maximise hygiene

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Head Lice

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to ensure parents, teachers, staff, educators and healthcare workers are well informed about the early identification of head lice and managing infestations through effective treatment and communication with families.

Our Service aims to:

- Outline the roles and responsibilities of families, educators and management who are involved in detection, treatment and control of head lice.
- Document effective treatment and management strategies that are vital, as head lice cannot be exterminated.
- Provide information and support for families.

This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
88	2.1 2.1.1 2.1.2 2.2 2.2.1	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Confidentiality - Work, Health & Safety 	<ul style="list-style-type: none"> - My Time, Our Place Framework - United Nations Convention of the Rights of a child - Privacy Act 1988 - Staying Healthy in Child Care. 5th Edition - Head Lice Management Guidelines Fact Sheet - Child Safe Principles 6,7

Implementation

Coordinator, Nominated Supervisor, Responsible Person, Educators Will:

- Ensure the child or children with head lice are not to be isolated or excluded from learning.
- Reduce head-to-head contact between all children when the Service is aware that someone has head lice.
- Confidentially notify the parent/caregiver of a child who is suspected of having live head lice and request that the child is treated before returning to the Service the following day.



- Keep families informed if there is someone at the Service with head lice.
- Support parents and children who have head lice by providing factual information, reducing parental anxiety and not singling out individual children with head lice.
- Provide families with suggestions of effective treatment for head lice.
- Encourage parents to tie back children's hair when attending the Service.
- Record confidentially all cases so an outbreak can be avoided.
- Encourage children to learn about head lice so as to help them understand the issue and how to prevent further outbreaks.

Families Will:

- Check your child's head once a week and check for head lice.
- Ensure your child does not attend the Service with untreated head lice. If you find any live lice or eggs, begin treatment immediately and notify the Service if your child is affected so the Service can monitor the number of cases and act responsibly if a high number of cases are reported.
- Check for effectiveness of the treatment every 2 days until no live lice are found for 10 consecutive days. Remove eggs from your child's hair using the conditioner method and head lice comb.
- Once treatment has started, your child can attend the Service.
- Ensure children with long hair will attend the Service with their hair tied back.
- Only use safe and recommended practices to treat head lice.
- Maintain a sympathetic attitude and avoid defaming/blaming families who are experiencing difficulty with control measures.

Treatment

- *Conditioner and Combing Technique*
 1. Untangle dry hair with an ordinary comb.
 2. Apply hair conditioner to dry hair (white conditioner makes it easier to see the eggs). Use enough conditioner to cover the whole scalp and all the hair from roots to tips.
 3. Use an ordinary comb to evenly distribute the conditioner, and divide the hair into four or more sections using hair clips.
 4. Starting with a section at the back of the head, place the teeth of a head lice comb flat against the scalp. Comb the hair from the roots through to the tips.
 5. Wipe the comb clean on a tissue after each stroke and check for head lice or eggs on the tissue.
 6. Comb each section twice until you have combed the whole head. If the comb becomes clogged, use an old toothbrush, dental floss or a safety pin to remove the head lice or eggs.



- Chemical treatments are also available for head lice for children ages more than six months—your pharmacist can help you choose a product.
- No single chemical treatment will work for everyone and lice can develop resistance to the chemicals.

NEW SOUTH WALES (NSW)

- NSW Department of Education
- <https://education.nsw.gov.au/student-wellbeing/health-and-physical-care/health-care-procedures/conditions/head-lice>
- Help! I don't know what to do about head lice
Community Child Care Co-Operative PDF

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Photography Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to ensure the privacy of children and families are respected and maintained at times when Educators, Staff and students take photographs. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
181 182 183 184	2.2 2.2.1 5.1.2 6.1.2	- Parent Handbook - Staff Handbook - Confidentiality - Work, Health & Safety	- My Time, Our Place Framework - Education and Care Services National Regulation - National Quality Standards - Child Protection Act - Code of Ethics - Child Safe Principles 3,4,6,7

Implementation

Coordinator, Nominated Supervisor, Responsible Person, Educators Will Ensure:

- Every child in our care is protected from the exploitation of photographic and video images of themselves taken whilst they attend the Service.
- Photographs taken by Educators support the children's learning and record children's individual progress.
- Photographs recorded at the Service as part of a normal day are taken using a digital camera and are only taken by members of the staff team.
- Additional photographs or images will be taken of children as part of the work of the Service and may be taken by an outside photographer or other parents. For example; during an end-of-year production or any other events the Service may have. In the case of outside agencies taking photographs for marketing purposes, the Service will seek written parental permission from families that they agree for their child to be included. Should a parent prefer their child not to take part then any images taken will be deleted. Individual children will not be included if written permission is not given by the child's family.

- Photographs/videos are taken to:
 - Support the learning of each child's individual record
 - Illustrate work on display around the Service's environment
- Parent's use of cameras/videos at the Service Families will be invited to record their child's inclusion in group events and celebrations through the use of photographs or video on the understanding that they will not publish any material on the Internet as the Service has no control over these images once they are in the public domain.
- That the children of parents/carers who do not wish their child to be photographed or videoed are provided with other activities. At no time are staff permitted to bring in a camera from home.
- If families would prefer that their child is not photographed they are required to put this in writing to the Nominated Supervisor who will inform the relevant Educators.
- Photos will be given to children and families of the Service. If parents/guardians prefer that photos including their child not be given out it is their responsibility to inform the Nominated Supervisor of the Service in writing or on the enrolment form.
- If Educators, students or volunteers are requested to use photographs or to take photos for assignments, family's permission in writing will be obtained before any photos are taken.
- Photos are used in each child's portfolios and may contain other children. Please ensure that if you do not want your child in these photos that you inform the Nominated Supervisor of the Service in writing or on the enrolment form.
- Videos of the children will be taken occasionally for the children to be able to watch themselves at play. This video may be made available to all families. If you do not want your child to be in these videos please ensure that you put this in writing for the Nominated Supervisor or on the enrolment form.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Safe Storage of Hazardous Chemicals

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to use environmentally friendly products, ensuring we provide a safe environment where chemicals and hazardous equipment are safely stored and managed away from children and are handled appropriately. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
85 97 106	2.2 2.2.1	<ul style="list-style-type: none"> - Staff Handbook - Work, Health & Safety - Providing a Safe Physical Environment - Supervision - Responsible Persons - Environmentally Responsible Policy 	<ul style="list-style-type: none"> - Australian Children's Education & Care Quality Authority. - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - ECA Code of Ethics. - Occupational Health and Safety Act 2000 - Occupational Health and Safety Regulations 2001 - The NSW Work Health and Safety Act 2011 Health and Safety in Children's Centres: Model Policies and Practices (2nd ed.) Revised National Quality Standard - Child Safe Principles 6,7



Implementation

The Coordinator Will Ensure:

- That every practical provision is taken to protect children being educated and cared for by the Service from harm and any hazard likely to cause injury. (National Law section 167.)
- All dangerous goods and hazardous substances are identified within the Service and included in the chemical register.
- A risk assessment has been conducted in consultation with the Health and Safety Representative prior to using any dangerous or hazardous substance.
- Educators adhere to the Service procedures for dealing with chemicals.
- Safety Data Sheets (MSDS) and the Chemical Register is readily available and updated.
- Appropriate training and Personal Protective Equipment (PPE) is provided for employees who may be exposed to dangerous goods and hazardous substances.
- Relevant signage is displayed, highlighting the hazardous nature of chemicals used or stored in the workplace.
- There are emergency procedures and practices for accidental spills, contamination and corresponding first aid plans for all dangerous goods handled and stored in the Service.
- Action is taken to remove any pests or vermin by a licensed exterminator, who will provide the Service with a certificate of currency. Initially, using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-toxic products will be implemented.

A Nominated Supervisor Will Ensure:

- That there is an educator on the premises with ACECQA approved first aid qualifications at all times.
- Dangerous products will be stored in areas of the Service that are not accessible to children or in cupboards fitted with childproof locks.
- Safety Data Sheets (SDS) are maintained at the Service. Safety Data Sheets must be kept on all chemicals used on the premises. Work Health and Safety (WH&S) officers to keep this information up to date at all times – with a review of the folder annually. No SDS is to be more than 5 years old.
- Chemicals used by staff in spray bottles are clearly labelled with contents.

Educators Will:

- Seek medical advice if needed by contacting the Poisons Information Line – 13 11 26 or by calling 000.



- Wear Personal Protective Clothing when handling dangerous materials.
- Dispose of all products safely, in accordance with the manufacturer's instructions on the product label, Work Health and Safety regulations and Council by-laws.
- Complete daily and quarterly WHS checklists to ensure that any dangerous products used within the education and care service have current Material Safety Data Sheets (MSDS) and are stored appropriately.
- Be made aware on initial orientation at the Service, correct storage and usage procedures for potentially hazardous materials.
- Ensure cleaning and hazardous products are not stored close to food products.
- Read the label before using any cleaning material, sprays or chemicals and be aware of appropriate first aid measures.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Sick Children Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to maintain the health of all children, staff and their families, ensuring a healthy environment and minimising cross contamination and the spread of infectious illnesses. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
77 88 90 92 93 96	2.1 2.1.1 2.1.2	<ul style="list-style-type: none"> - Staff Handbook - Parent Handbook - Control of Infectious Diseases - Incident, Illness, Accident & Trauma - Medical Emergency - Administration of Medication - Hand Washing - Immunisation 	<ul style="list-style-type: none"> - Australian Children's Education & Care Quality Authority. - The Business of Childcare, Karen Kearns 2004 - Education and Care Services National Regulation - National Quality Standards - My Time Our Place - National Health and Medical Research Council - NSW Health - NSW Public Health Unit - Child Safe Principles 6,7

Implementation

The Service Will Not Accept a Child into Care, if they:

- Are unwell and unable to participate in normal activities or require additional attention
- Have had a temperature, vomiting and/or diarrhoea in the last 24 hours
- Have started anti-biotics in the last 24 hours
- Have a contagious illness or disease
- Have been given medication for a temperature (Panadol etc.)

Children Who become ill at the Service:



- Educators will monitor and document the child's symptoms on the Illness Register
- Management will contact the parents/guardian if their child has runny stools/vomited whilst at the Service to be picked up and may only return once a Doctor's Certificate has been produced.
- Educators will take the child's temperature. If the child's temperature is 38°C or higher, management will contact the child's parents/guardian/emergency contacts as soon as possible to have the child picked up and provide verbal authorisation to administer paracetamol.
- Educators will attempt to lower the child's temperature by
 - Taking off their shoes and socks
 - Applying a cool washer behind their neck and on their forehead
 - Removing extra clothing layers (jumpers etc.)
- Place the child in a quiet area where they can rest, whilst being supervised
- Complete Illness Record, ensuring the form has been completed correctly and signed by the parent/guardian/emergency contact, and continue to document any progressing symptoms

Reporting Outbreaks to the Public Health Unit:

The NSW Public Health Act 2010 lawfully requires and authorises doctors, hospitals, laboratories, school principals and Childcare Service Directors to confidentially notify NSW Health of patients with certain conditions, and to provide the information delineated on the notification forms.

All information is held confidentially in order to protect the patient's privacy. Both the NSW and Commonwealth Privacy Acts contemplate the release/disclosure of patient information where it is lawfully required or authorised.

Management is required to notify the local Public Health Unit (PHU) by phone (call 1300 066 055) as soon as possible after they are made aware that a child enrolled at the Service is suffering from one of the following vaccine preventable diseases:

- Diphtheria
- Mumps
- Poliomyelitis
- Haemophilus influenzae Type b (Hib)
- Meningococcal disease
- Rubella ("German measles")
- Measles
- Pertussis ("whooping cough")
- Tetanus
- An outbreak of 2 or more people with gastrointestinal or respiratory illness



Excluding Children from the Service:

- When a child has been diagnosed with an illness or infectious disease, the Service will refer to the NSW Health Department to find the recommended exclusion period and request a medical clearance from the GP stating that the child is cleared to return to the Out of School Hours Service.
- When an infectious disease has been diagnosed, the Out of School Hours Service will display appropriate documentation and alerts for families including information on the illness/disease, symptoms, infectious period and the exclusion period.
- Children that have had diarrhoea and vomiting will be asked to stay away from the Service for 48 hours after symptoms have ceased to reduce infection transmission as symptoms can develop again after 24 hours in many instances.

Notifying Families and Emergency Contacts

- It is a requirement of the Service that all emergency contacts are able to pick up an ill child within a 30-minute timeframe.
- In the incident that the ill child is not collected in a timely manner or should parents refuse to collect the child a warning letter will be sent to the families outlining Service policies and requirements. The letter of warning will specify that if there is a future breach of this nature, the child's position may be terminated.

Coordinator/Nominated Supervisor/Educators Will Ensure:

- Effective hygiene and environmental cleaning policies and procedures are adhered to at all times
- All families are given a copy of relevant policies upon enrolment.
- Any child who registers a temperature of 38°C or above will need to be collected from the Service and will be excluded for 24 hours since the last elevated temperature or until the Service receives a doctor's clearance letter stating that the child is cleared of any infection and able to return to the Out of School Hours Care Service.
- Families are notified to pick up their child if they have vomited or had diarrhoea whilst at the Service.
- If a situation or event presents imminent or severe risk to the health, safety and wellbeing of the child or if an ambulance was called in response to the emergency (not as a precaution) the regulatory authority will be notified within 24 hours of the incident.

Family Responsibility

In order to prevent the spread of disease, families are required to monitor their child's health, in particular:



- Runny, green nose
- High temperature
- Diarrhoea
- Red, swollen or discharging eyes
- Vomiting
- Rashes (Red/Purple)
- Irritability, unusually tired or lethargic
- Drowsiness
- Lethargy or decreased activity
- Breathing difficulty
- Poor circulation
- Poor feeding
- Poor urine output
- A stiff neck or sensitivity to light
- Pain

Families should keep up to date with their child's immunisation, providing a copy of the updated immunisation schedule to the Service.

Returning to Care after Surgery

- Children who have undergone any type of surgery will need to take advice from their doctor/surgeon as to when it is appropriate to return to care.
- Children will require a medical clearance stating the child is fit and able to return to the Service and participate in daily activities.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Sun Safe Policy

Purpose

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

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

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

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

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

National Quality Standard and Relevant Legislation:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
100 113 114 168	2.1 2.1.1 2.1.3 2.2 2.2.1 2.3.2 6.3.2	- Parent Handbook - Staff Handbook - Excursion Policy - Authorisations and Refusals Policy	- My Time, Our Place Framework - Network OSHC Code of Professional Standards. - Work, Health and Safety Act (2011). - NSW Cancer Council Website - Child Safe Principles 3,4,6,7



Scheduling of Activities

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

Outdoor activities will be scheduled where appropriate outside of peak UV times or planned for shaded areas and sun protection used for all children.

In non daylight saving time (April-Sept) outdoor activities can take place at any time as long as sun protection (hats, clothing, sunscreen, shade) is used when the UV index is 3 or above.

Where the UV index for that day is not known, sun exposure will be minimised between the hours of 10am and 2pm (11am and 3pm during day light saving).

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

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

Shade

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

The service will identify shade options at various times of the day and the year within the outdoor space and promote these to the children. Educators will set up activities and play spaces to make best use of the shade.

Children will be encouraged to use available shade when playing outside during times when the UV index is high.

Where shade is considered inadequate, Management should be approached to provide additional shade cover.

Clothing Requirements

Educators and children will wear protective clothing when outside during periods of time when the UV index is 3 or above.

When outdoors children will be encouraged to wear sun safe clothing with sleeves, collars or covered necklines.

Midriff, crop or singlet tops do not provide adequate protection and are not recommended. The Family Handbook will remind families and children of the appropriate clothing to wear to the service to meet the sun protection policy.



Children will be encouraged to wear sun safe hats that protect the face, neck and ears when outside. Recommended hats are bucket hats and broad brimmed hats. Baseball caps and visors are not recommended.

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

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

If children have fair skin, they may require more protection than the Cancer Council recommends.

Sunscreen.

SPF 50+ Broad Spectrum water-resistant sunscreen will be available at the service for children and educators to use.

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

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

During vacation care parents are encouraged to apply sunscreen to their child prior to attending the Centre, and reminded to supply a suitable hat. **A further application of sunscreen will be provided for the children prior to play outside in the morning and afternoon.**

Educators Will Ensure:

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

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

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

Collaboration with children

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

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



Opportunities for children to set alarms for when the UV index increases above or drops below 3 will be provided and children assigned duties regarding UV reminders, hats reminders and management of sunscreen.

Children will be reminded that they can remove their hats when the UV index falls below 3.

Education and Information for Families

The sun protection policy will be available to all families using the service.

Parents will be informed of the sun protection policy including appropriate clothing requirements on enrolling their child in the centre through the Parent Handbook.

Upon enrolment in the vacation care program, parents will be advised of suitable protective clothing and hats for children to wear at the service and encouraged to apply a sunscreen to their child prior to attending the service during the spring and summer vacation care periods.

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

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

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Water Safety Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to ensure the safety and supervision of children in and around water. This includes water play, excursions near water, hot water, drinking water and hygiene practices with water in the Service environment. This policy applies to children, families, staff, management and visitors of the Service

National Quality Standard and Relevant Legislation:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
101 115 122 168	2.1.2 2.2 2.2.1 2.2.2	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Excursion Policy - Authorisations and Refusals Policy 	<ul style="list-style-type: none"> - My Time, Our Place Framework - Work, Health and Safety Act (2011). - Australian Children's Education & Care Quality Authority. - Guide to the Education and Care Services ECA Code of Ethics. - Child Safe Principles 6,7

IMPLEMENTATION

Coordinator/Nominated Supervisor/ Responsible Person Will:

- Provide direction and education to educators, staff and families on the importance of children's safety and supervision in and around water. Ensure water hazards are supervised at all times.
- Ensure health and safety practices incorporate approaches to safe storage of water and water play.
- Ensure premises adjacent to or providing access to, any water hazards that are not able to be adequately supervised at all times (e.g. dams, swimming pool) are to be isolated from children by a child resistant barrier or fence.
- Conduct a risk assessment in accordance with the requirements prior to taking children on an excursion, which contains or may contain water.
- Ensure at least one Educator who holds a current approved first aid qualification must be in attendance at all times.
- Display a Cardiopulmonary Resuscitation (CPR) guide near any water.



Educators Will:

- Supervise children near water at all times, Never leave children alone near any water
- Allow the children the opportunity to experiment with water, sand and mixing materials plus a place for boats & floating objects to be used with other water play equipment.
- Encourage children to use water effectively and along with staff learn new ways to save and re-use water.
- Ensure children have safe independent access to clean and cool drinking water at all times
- Ensure buckets of water for soaking toys or clothing are inaccessible to children
- Ensure water troughs or containers for water play are filled to a safe level and emptied into the garden areas after use.
- Discourage children from drinking from these water activities.
- Ensure laundry, storerooms and Educator areas are to have **No Children Allowed Signs** on doors to remind adults to close doors behind them.
- Teach children about staying safe in and around water
- Ensure that rules and regulations of council pools (refer to excursions policy) are followed and a risk assessment is carried out in regards to the safety and hygiene of the pool.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Work, Health and Safety Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre objective is to protect the health, safety and welfare of children, families, educators and visitors within the Service whilst being conscious of moral and legal obligations. We aim to adhere to all relevant legislation and work towards best practice to ensure a safe work environment. Our service is committed to continuous improvement in all areas of workplace health, safety and wellbeing. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
168	2.1 2.1.1 2.1.2 2.1.3 2.2 2.2.1 2.2.2 2.2.3	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Incident, Illness, Accident and Trauma - Privacy & Confidentiality - Family Communication - Administration of Medication - Asthma Management - Anaphylaxis Management - Administration of First Aid - Supervision Policy - Diabetes Management - Epilepsy Policy 	<ul style="list-style-type: none"> - My Time, Our Place Framework - Work, Health and Safety Act (2011). - Australian Children's Education & Care Quality Authority. - Guide to the Education and Care Services ECA Code of Ethics. - Child Safe Principles 6,7

IMPLEMENTATION

Coordinator /Responsible Person Will:

- Provide all employees with a safe and healthy working and learning environment.
- Promote dignity and respect within the Service and act to prevent and respond to bullying in its workplace.
- Implement a strategic approach to health and safety by using measurable objectives to monitor performance.
- Provide return to work programs to facilitate safe and durable return to work for employees.

- Ensure meaningful consultation with employees regarding work health and safety issues.
- Provide staff with appropriate information, training and guidance to facilitate a safe and productive work and learning environment.
- Provide an effective and accessible safety management procedure for all employees to guide safe working and learning in all workplaces.
- Report incidents and accidents in accordance with National Regulations and Service policy requirements to ensure action can be taken to manage the incident or accident, prevent further incident and accidents and provide support where required.
- Provide a program of continuous improvement through engaging with industry, new technology and reviewing and updating policies and procedures.
- Implement the safety management systems within control of the Service

The Nominated Supervisor and Educators will ensure:

- Service policies and procedures are being followed and adhered to.
- Workplace incidents are reported and investigated to ascertain the circumstances of the incident or accident and take appropriate action to prevent further incidents from occurring.
- They report any incidents or hazards and participate in training and consultation with the support of management.
- That if an incident, situation or event does occur and presents imminent or severe risk to the health, safety and wellbeing of any person present at the Service or if an ambulance was called in response to the incident/situation (not as a precaution) the regulatory authority will be notified within 24 hours of the incident
- Management and/or WHS Officer of any incidents and accidents in the work place as soon as practicable.
- All safety checklists are implemented as required on a regular basis.
- Correct record keeping procedures for incidents and accidents etc. Including the Quality Improvement Plan and WHS Reporting folder are followed.
- They report any potential and actual hazards in the work place to the WHS officer.
- Children's equipment is regularly checked.
- Children are supervised at all times.
- All dangerous chemicals are stored appropriately.
- All children are kept out of kitchen areas.
- All power points have safety plugs.
- No hot drinks are around children.
- To shut gates and lock all gates behind you.



- They clean up all spills immediately (to prevent slipping), following the correct procedure
- They Identify priority work health and safety issues and plan action to address these in consultation with workers, referring to the Service's risk assessment
- Conduct frequent work health and safety audit to ensure the Service is maintaining a safe environment for children, families, staff and visitors of the Service.
- They review and respond to reports and/or concerns about work health and safety
- They keep up to date with current work health and safety knowledge
- Appropriate resources and processes are in place to identify hazards, eliminate or minimise risks and achieve work health and safety compliance
- They refer work health and safety issues which are unable to be resolved to management/approved provider.

Health and Safety Representatives Will Ensure:

The Approved Provider/Nominated Supervisor must keep a current list of all Health and Safety Representatives and display a copy at the workplace.

A Health and Safety Representatives can:

- Inspect the workplace as directed by management
- Be present at an interview with a worker that the HSR represents (with their consent) and the Approved Provider/Nominated Supervisor or an inspector about health and safety issues
- Monitor compliance measures by the Approved Provider/Nominated Supervisor
- Enquire into any risk to the health or safety of workers at the Service

Our Service will ensure Health and Safety Representatives are:

- Never prevented from carrying out any of their duties
- Able to give people assisting them access to the workplace
- Allowed to take paid leave to attend to their health and safety duties
- Allowed to take paid leave to attend an initial work health and safety course or annual refresher training approved by the regulator within 3 months of their request to attend. The Service will pay the course costs and reasonable expenses
- Able to access any resources, facilities and assistance that they reasonably require to undertake their duties.



Health and Safety Representatives are elected for 12 months unless they leave the Service, are disqualified or, resign. They are not personally liable for anything done, or not done, in good faith while carrying out their role.

Duty of Care

A duty of care is the legal obligation to provide reasonable care while performing any acts or making any omissions that could foreseeably harm others.

The duty encompasses a wide range of matters, including (but not limited to):

- Provision of adequate supervision
- Ensuring grounds, premises and equipment are safe for children's use
- Implementing strategies to prevent bullying and
- Providing medical assistance (if competent to do so) or seeking assistance from a medically trained person to aid a child who is injured or becomes ill at the Service.

The Co-Ordinator will ensure all practical steps are taken to certify the health and safety of all educators, staff, volunteers, children, their families and any other people impacted by the Out of School Hours Service operations. This includes ascertaining and eliminating or decreasing all realistically foreseeable hazards and providing suitable training and instruction for employees to ensure health and safety. Educators, staff and volunteers will also take reasonable care for their own health and safety, ensuring their conduct does not adversely affect the health and safety of other people.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Physical Environment

Providing a Safe Physical Environment Policy

Purpose

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

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/ Documentation	Other
r82, r84, r85, r86, r87, r89, r103, r105, r107, r108, r109, r110, r114, r115, r155, r170, r176, r168.	Quality Area's 2, 3, 4, 5 & 7.	<ul style="list-style-type: none"> - Parent handbook - Staff handbook - Health and Safety policies and procedures - Staffing policies and procedures 	<ul style="list-style-type: none"> - NSW Children and Young Person's (Care and Protection) Act 1998 - Commission for Children and Young People Act 1998 - Child Protection (Prohibited Employment) Act 1998 - Ombudsman Act 1974 (with relevant Child Protection Amendments) - NSW Department of Community Services Mandatory Reporting Guidelines - NSW Child Protection Interagency Guidelines (2006) - Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13 - Keep Them Safe – Information session/ overview participants manual 2009/ 2010 - My Time, Our Place. - Child Safe Principles 1,2,4,5,6,7,8



Implementation

Managing the Facility

- SECURITY:
 - Only approved educators and management members will be given a key to access the building and equipment areas.
 - A key register will be maintained that indicates the person's receipt of the key, date received, and date returned on completion of employment or completion of term as member of Management.
 - Extra keys will only be cut after agreement by the management and a record made of where they are.
 - All monies and important documents will be kept in a lockable place and access will only be permitted by approved staff and management members.
 - Educators will ensure that the building is left in a secure manner before leaving and all windows, cupboards, and other relevant areas are locked. All heating and lighting is off and all doors properly secured and alarm has been activated.
 - Educators will inform the police and management as soon as possible if there has been a break in to the service of any kind. Educators will report break ins to Canterbury/Bankstown City Council.
 - Educators will remain at the service until the police arrive or inform them of what to do.
- BUILDINGS, EQUIPMENT AND MAINTENANCE:
 - Equipment will be chosen to meet the children's developmental needs and interests. There will be sufficient access to furniture, materials and developmentally appropriate equipment suitable for the education and care for each child.
 - Service premises and all equipment and furniture will be maintained in a safe, clean condition and in good repair at all times.
 - Children will be provided with adequate, developmentally and age-appropriate toilet, washing and drying facilities. These will enable safe use and convenient access by children.
 - There must be no damaged plugs, sockets, power cords or extension cords.
 - All plug sockets shall be maintained as child safe.
 - Electrical appliances shall be in good working order.
 - Electrical circuit breakers will be installed and be maintained.
 - Provision will be made in the budget for regular maintenance and repair work and for deferred costs of major capital repairs.
 - All contractors should have their own public liability insurance.
 - The service and equipment will be regularly checked to ensure that they are in a good and safe condition, comply with relevant Australian Standards and have appropriate soft-fall surfacing maintained.
 - Equipment will be regularly washed and cleaned.
 - Recycled craft materials should be checked for potential hazards.

- Educators should ensure safe handling of all tools if used as part of any activity.
- Families will be encouraged to notify educators of any safety issues they observe.
- Anything that requires maintenance is to be reported to the Nominated Supervisor as soon as possible.
- Faulty equipment should be removed or protection placed around any dangerous building sites.
- A checklist is completed upon arrival and leaving each day.
- The checklist will record;
 - ✓ Type of problem
 - ✓ Date that it was observed
 - ✓ Who notified the Nominated Supervisor and when?
- For urgent repairs the Nominated Supervisor will first phone the Canterbury/Bankstown City Council Administration Officer at the Chester Hill Community Centre to leave a message. If there is no answer, then Bankstown City Council is phoned on 9707 9999. A job number is given.
- Non-urgent repairs will be reported to Bankstown City Council either by phoning 9707 9999 or via email.
- Maintenance reviews should be done as part of the Nominated Supervisor's report at each meeting.
- It is the responsibility of the Co ordinator to follow up with Canterbury/Bankstown City Council, once a problem has been raised, to ensure that it is rectified in the most efficient manner and that the service is safe for educators and clientele. If the problem is still outstanding, the matter is escalated to the Manager.
- Should the service be considered unsafe or as being a health risk, then the service will be closed, after notice has been given to all relevant parties, until the problem has been rectified.
- The service will have an appropriate number of first aid kits that are suitable to the ages and needs of the children attending. The first aid kit will be well stocked and be easily recognised and accessible at all times.

- **STORAGE:**

- A storage system should be devised that ensures easy access and un-cluttered storage of all equipment.
- Storage areas will be cleaned and tidied at least twice a year or when seen as necessary.
- Play equipment and toys should be easily accessible to all children during the operating hours of the service.
- Children will show respect for the equipment and be expected to pack equipment away that they have used to avoid trip hazards.
- All equipment is to be neatly packed away at the end of each session.
- Craft equipment will be stored in a separate area, children will be accompanied by an educator before removing any craft equipment.
- All craft equipment is to be properly washed and cleaned before storage.

- Where room permits, a separate storage area will be available for sporting and large outdoor equipment to prevent clutter.
 - All items such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, first aid equipment, and medications should be stored in the designated secured area which is inaccessible to the children. Educators are responsible to ensure that these areas remain secure and that they do not inadvertently provide access to these items.
 - Kitchen and other refuse areas will be provided with lidded facilities that are cleaned and emptied daily.
 - Educators and management will ensure that all family records are kept in a nominated secure place, ensuring that records are kept confidential and not left accessible to others during the course of the daily operations.
- VENTILATION, TEMPERATURE AND NATURAL LIGHT:
 - All heating and cooling systems will be of good quality and checked regularly to ensure safety and reliability.
 - All heating and cooling systems and power cords will be kept in a safe area and away from children.
 - Educators will take individual needs and specific activities into account when ensuring that heating, ventilation levels are comfortable.
 - Should educators, children or families complain about the temperature in the service not being at a comfortable level, this matter will be drawn to the attention of management and steps will be made to address the problem.
 - Adequate ventilation will be provided at all times. Windows will be properly maintained to ensure easy opening and protection from bugs and insects.
 - Where activities involve toxic materials such as paints and glues, staff are to ensure there is adequate ventilation before undertaking the activity.
 - Windows are to be opened during operation of the service unless closed to protect from extreme weather conditions.
 - Natural light is considered to be most desirable. Provision of natural light areas will be enhanced as much as possible.
 - In areas made available for children's homework or other fine detail, natural light will be made available where possible and good overhead lighting provided.
 - Adequate light will be maintained both indoors and outdoors. A security light will be placed at the entrance to the service that clearly provides unobstructed view of the door and surrounding areas.
 - Outdoor lighting will be suitable so that families, staff and children can enter and exit the building without any unsafe dark areas.
- PEST CONTROL:
 - Equipment and especially food items will be properly stored so as not to attract pests and vermin.
 - Refuse bins and disposal areas will be emptied and cleaned daily.



- Kitchen, food preparation areas and storage will be cleaned and maintained daily.
- All areas will be checked daily for any signs of pests or vermin.
- Should any pests or vermin be identified then action should be taken to rid the service of the problem by:
 - o Initially using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-chemical products.
 - o Low irritant, environmentally friendly sprays to be used minimally and only with adequate ventilation and preferably not in the presence of the children.
 - o Other methods such as the employment of a pest control company if deemed necessary by management where the above methods have failed.
- For urgent or non urgent issues, the Nominated Supervisor will bring the problem to the attention of Canterbury/Bankstown City Council.
- Any use of chemical products should only be conducted outside the hours of the children and educators' presence in the building.
- All action will be taken to remove the children, educators, families and visitors from the environment for as long as is safe and viable.

Managing the indoor and Outdoor Environment:

- INDOOR ENVIRONMENT:

- The services indoor environment will be smoke free and no smoking notices will be prominently displayed.
- The Nominated Supervisor will only enrol the number of children in the service, which can comfortably fit into the building space and in accordance with the National Regulations.
- Where children are indoors for long periods due to weather conditions, special activities will be planned and other areas sought to disperse the group such as school halls and verandas.
- Separate areas in the indoor environment will be provided for:
 - ✓ Signing children in/out of the service.
 - ✓ Collection of fees, answering phones, and maintaining daily records.
 - ✓ Educators and families to talk in confidence.
 - ✓ Children to store their bags and belongings.
 - ✓ Storage of equipment, food, dangerous materials, and family records.
 - ✓ Preparation of food and drinks.
 - ✓ Kitchen and other refuse.
 - ✓ Cleaning of equipment.
 - ✓ Male and female toilet, hand basins and hand drying facilities.
 - ✓ Creative and other activities.
 - ✓ Large and small group activities.
 - ✓ Display of children's activities and work.
 - ✓ Quiet space for children to retreat to, or do homework or lie down if unwell.

- The indoor area is to be set up to allow children to participate in a variety of activities with easy access to equipment. Drawing paper and other materials will be made available to the children at all times.
- Easy access to areas should be maintained by making clear easily definable passageways and walkways through the building.
- Staff will ensure that children properly store their bags and that bags and other items are not thrown into walkways or play areas.
- All items obstructing areas are to be removed and placed in the correct storage areas.
- Areas must be set up to ensure that proper supervision can be maintained at all times.
- Access to the outdoor environment should be clear and easily accessible by the children and staff.

• **OUTDOOR ENVIRONMENT:**

- The outdoor environment provides each child with at least 7 square metres of unencumbered outdoor space in compliance with National Regulation 108.
- The outdoor environment will be smoke free and where possible, no smoking notices will be prominently displayed.
- The outdoor space will be inspected daily for any obstacles or dangerous items and the hazard check will be recorded.
- Any hazardous items will be disposed of in a safe and careful manner prior to the children playing in the area.
- The outdoor space will be set up in a variety of ways to encourage participation.
- Areas will be made available where children can play in large or small groups or by themselves.
- Supervision should be properly maintained. Children are only to play in areas that are clearly visible to educators, and where child/educator ratios are maintained.
- Clear boundaries shall be set and enforced.
- When it is necessary to go outside the boundaries or line of supervision, an educator must accompany children.
- Adequate shade via trees and coverings will be maintained.
- As far as possible, activities will be set up in shaded areas.
- Use of other outdoor venues will be considered where access to the area is safe, adequate supervision can be maintained, the area is considered of value to the children's physical development and personal comfort, and where adequate staff/educator ratios can be maintained.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Environmentally Responsible Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to ensure the environment is safe, clean and sustainable. We believe in educating children about the environment which is promoted through daily practices, resource and interactions. Being Environmentally Responsible will assist children and families to become advocates for a sustainable future. This policy applies to children, families, staff, management and visitors of the Service.

We encourage awareness of environmental responsibilities and implement practices that contribute to a sustainable future. Children are supported to become environmentally responsible and show respect for the environment. Being Environmentally Responsible, includes —reducing waste, minimising consumption and protecting and conserving wildlife and natural habitats.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/ Documentation	Other
r82, r84, r85, r86, r87, r89, r103, r105, r107, r108, r109, r110, r114, r115, r155, r170, r176, r168.	3.2 3.2.1 3.2.2 3.2.3	<ul style="list-style-type: none"> - Parent handbook - Staff handbook - Work, Health and Safety policies and procedures - Staffing policies and procedures - Providing a safe physical environment - Animal and Pet policy 	<ul style="list-style-type: none"> - My Time, Our Place. - Australian Children's Education & Care Quality Authority - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - Guide to the National Quality Standard - Revised National Quality Standard - Australian Association for Environmental Education (AAEE) - Department of Sustainability, Environment, Water, Population and Communities - ECO OOSH in action: A whole of centre approach to sustainable living: A manual for out of school hours (OOSH) centres - Child Safe Principles 8



Implementation

Learning about being environmentally responsible starts with everyday practice. We believe environmental sustainable practices should be embedded into the operations of the Out of School Hours Service. Our Service is committed to protecting our environment to ensure a sustainable future for our children. This involves Educators, children and families working together to protect our environment as we educate children about the importance of being sustainable within our everyday practice.

The Coordinator/ Nominated Supervisor Will:

- Network with the local community to keep up to date with current practices and ideas for sustainability. This may include water tanks, grey water system, converting toilet cisterns to dual flush and converting water saving taps.
- Encourage Educators, families and children to engage in innovative practices and appreciate the natural environment.
- Where relevant, review policies and procedures within the Service to find more sustainable outcomes. (E.g. Using hand dryers or washers instead of paper towel to dry hands)
- Where possible electronic communication will be used to reduce paper use within the office and in each room for newsletters, billing and other communication needs.
- Conduct Environmentally Responsible audits to ensure consistency and continuous improvement which will be added to the QIP
- Source resources and materials from Reverse Garbage or second-hand stores to use within the Service
- Ensure sustainable practices are incorporated into the daily routine.

The Coordinator/Nominated Supervisor/Educators Will:

- Incorporate recycling as part of everyday practice at the Service. Recycling containers will be provided throughout meal times and experiences.
- Role model sustainable practices.
- Discuss being environmentally responsible with the children, families & local community as part of the curriculum.
- Provide information to families on sustainable practices that are implemented at the Service and encourage the application of these practices in the home environment.



- Share ideas between educators, children and families about environmentally responsible ideas, implementation and resources. This will be followed through our communication strategies, including parent meetings, emails, newsletters and conversations.
- Use a worm farm/composting bin/ to reduce food waste in the Service. Children will be encouraged to place food scraps into separate containers for use in the worm farm or composting bin. Educators will discuss with the children and families, which scraps worms can eat, which foods can be composted. The children will be involved in maintaining the worm farm and compost bin.
- Role model energy and water conservation practices of turning off lights and air-conditioning when a room is not in use, emptying water play containers onto garden areas.
- Seek to purchase equipment that is environmentally friendly where possible. Educators will reduce the amount of plastic and disposable equipment they purchase and select materials that are made of natural materials.
- Use the concept of “reduce, re-use and recycle” which will become part of everyday practice for both children and Educators to build lifelong attitudes towards being environmentally responsible.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Staffing Arrangements

Staffing Policy

Purpose

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

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
46, 54, 82, 83, 84, 115, 118, 122, 123, 126, 136, 145, 146, 147, 148, 149, 243, 244, 150, 151, 168, 170, 173, 176, 181.	Standard 2.3, Standard 3.1, Standard 4.1, 4.1.1, 4.1.2, 4.2, 4.2.1, 4.2.2, QA5, Standard 6.1, QA7.	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Code of Conduct - Child protection - Supervision 	<ul style="list-style-type: none"> - My Time, Our Place Framework - Work, Health and Safety Act (2011). - Australian Children's Education & Care Quality Authority. - Guide to the Education and Care Services ECA Code of Ethics. - Anti-Discrimination Board of NSW - Child Protection Legislation. - Workplace Health and Safety Legislation. - Children's Services Award 2010. - Child Safe Principles 1,3,4,5,6,7,8



Implementation

Staff Selection

- **QUALIFICATIONS:**
 - **Coordinator**
 - ✓ Desirable, Child Care Diploma, minimum 3 years experience in a relevant field and demonstrated ability to work with children and staff.
 - ✓ Holds a current first aid certificate or willing to undergo training to obtain this.
 - ✓ A person of good character, who can be entrusted with providing adequate care for the welfare of the children.
 - ✓ Awareness of child protection responsibilities.
 - ✓ Has a paid working with children's check and police check (willing to undergo, this is paid for by CHNC).
 - ✓ Has an interest and desire to work with children.
 - ✓ Has an ability to communicate with adults, children and management.
 - ✓ An ability to supervise and support educators.
 - ✓ The Coordinator will be a minimum of 21 years of age.
 - **Supervisor**
 - ✓ Child Care Diploma and relevant experience to successfully fulfill the position.
 - ✓ Holds a current first aid certificate or are willing to undergo training to obtain this.
 - ✓ A person of good character, who can be entrusted with providing adequate care for the welfare of the children.
 - ✓ Awareness of child protection responsibilities.
 - ✓ Has a paid working with children's check and police check (willing to undergo, this is paid for by CHNC).
 - ✓ Has an interest and desire to work with children.
 - ✓ Has an ability to communicate with adults and children.
 - ✓ The assistant shall be a minimum of 18 years.
- **RECRUITMENT: SELECTION PANEL**
 - When a position becomes available, management will appoint a panel to conduct the selection process.
 - Three people will be on the panel, 1 member of the Management Committee, the Manager and the Coordinator if selecting an assistant. A convener of the panel will be nominated.
 - Where the position is for the outgoing Coordinator, a staff representative will be placed on the

panel

- The panel will:
 - ✓ Approve the job description and selection criteria for the position.
 - ✓ Determine the method and placement of advertising and place the advertisement including notification of the Working With Children Check (WWCC).
 - ✓ Ask applicants to consent to screening.
 - ✓ Short-list the applicants.
 - ✓ Arrange interview questions, date and time.
 - ✓ Contact the applicants for interview.
 - ✓ Conduct the interviews.
 - ✓ Successful applicant must have a current WWCC.
 - ✓ Ensure that approval for selected educator has been approved under WWCC.
 - ✓ Make a decision on a suitable applicant, which is put before management for final approval.
 - ✓ Offer the position to the successful applicant and contact the unsuccessful applicants after the position has been accepted.
 - ✓ Set date for the commencement of employment and orientation of the new person.
 - ✓ Prepare letter of employment and contract.

- RECRUITMENT: ADVERTISEMENTS

- Advertisements shall be placed at least in the local papers and internet (eg: Seek, Indeed).
- Advertisements are to include:
 - ✓ Job title.
 - ✓ Specific employment information, including hours of work and Award rate.
 - ✓ Include that a WWCC is required.
 - ✓ Advice to applicants to include their contact telephone numbers, a resume, a minimum of (2) referees with at least one a work reference, and full contact details.
 - ✓ Closing date and postal address for applications.
 - ✓ Contact name and number where the applicant can obtain more information.

- RECRUITMENT: INTERVIEW

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

- An appropriate time frame (approximately 30 minutes) will be allocated to each interview, with a short break between, for discussion.
- A nominated person on the selection panel will contact the applicants to determine the time and date of interview.
- Each applicant will be given a copy of the job description and relevant child protection forms before the interview.
- Each applicant will be asked the same questions with their answers recorded.
- The panel can use a rating scale to evaluate each applicant's answers.
- Management will discuss each applicant and their suitability for the position based on their answers, qualifications and experience, comments from referees, and the selection criteria drawn up by the panel.
- Should management have difficulty in deciding between two applicants, a second interview for these applicants will be conducted, with new questions.
- Management will then make a decision on the applicant for the job according to the selection criteria. The preferred applicant's referees will be contacted to confirm applicant's suitability and checked with the approved screening agency before offering the applicant the position in a 'child related' field.
- Should the applicant decline the position, management will either make a second choice from the other applicants or if none are seen as suitable, re-advertise the position.

• RECRUITMENT: NOTIFICATION

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

RECRUITMENT: EQUAL EMPLOYMENT OPPORTUNITIES

- All educator positions will be advertised according to Equal Opportunity Legislation.
- No one will be discriminated against on the basis of their cultural background, religion, sex, disability, marital status or income.
- All applicants and referees will be asked the same questions.
- All applicants will be selected according to equal opportunity guidelines.
- Selection will be based only on suitability for the position based on the selection criteria, which have been drawn up by the panel. The criteria will cover issues such as qualifications and experience, appropriate knowledge to meet the children's needs, good communication skills, and demonstration in being a fit and proper person for the job, including Working with Children Check and appropriate answers to the interview questions.



Working with Children Check

A Working With Children Check is a requirement for people who work or volunteer in child-related work. It involves a national criminal history check and a review of findings of workplace misconduct. The result of a Working With Children Check is either a clearance to work with children for **five years (NSW & Vic.), three years (WA, SA, QLD, TAS, & ACT), or two years (NT)**, or a bar against working with children. Cleared applicants are subject to ongoing monitoring and relevant new records may lead to the clearance being revoked.

- To comply with National Regulations for those undertaking paid, or voluntary child-related work will acquire a Working with Children Check, which will be verified by the Service to protect the safety of children.
- Management will verify all Working With Children Checks to ensure the children are protected.
- Management will keep a record of the expiry date of the Working With Children Check for all staff.

Conditions of Employment:

- All relevant conditions set down by the award will apply to all employees.
- This includes sick leave, annual leave, rostered days off, overtime, jury duty, study leave, carers leave etc.
- Management will ensure they are aware of the appropriate conditions and keep up to date in relation to any changes in the Award.
- Educators are encouraged to remain up to date with their appropriate conditions and inform management of any changes.
- Educator appraisals will take place after a period of one month in the position.
- Appraisals will then be conducted on an annual basis.
- All educators will maintain professional behaviour at all times.
- All grievance issues are to follow the appropriate procedures as outlined in the grievance and discipline and dismissal policies.
- Educators will be paid fortnightly into their nominated bank account as advised by management.
- Annual leave will be taken as negotiated with management.
- Annual Leave when necessary will be rostered to ensure the required staffing levels are maintained at all times.
- Applications for leave must have 4 weeks prior notice and be approved by management.
- Management, based on each individual's request, will determine applications for leave without pay.
- Each educator will supply and record their full name, address, date of birth, evidence of any qualifications they hold including first aid and the identifying number of the employees Working With Children Check.



Staff Orientation:

- The Coordinator will conduct the orientation process as soon as possible after the applicant has accepted the position.
- The orientation process will include:
 - ✓ Introductions to existing educators and management
 - ✓ Guided tour of the service
 - ✓ Being shown where all relevant records are kept
 - ✓ Discussion about working arrangements and expectations, including professional code of conduct and duty of care
 - ✓ Information about the review and appraisal system
 - ✓ Opportunity to ask any questions regarding the service or expectations.
 - ✓ The new educator will be provided with the following information:
 - Service operation and hours.
 - The service philosophy and policies.
 - Parent information book.
 - Service's code of conduct.
 - Job description.
 - Emergency procedure duties.
 - List of current educators, management and their positions.
 - Terms and conditions of employment.
 - Superannuation information and forms.
 - Taxation forms.
 - Probation period and review and appraisal procedure.
 - Appropriate lines of communication with educators and management.
- After the period of one week, management will sit down with the new employee to address any further issues they may have once they have been in the service.
- All staff will be informed of their responsibilities as a Mandatory Reporter as part of their orientation and induction process. This will involve discussion regarding their current understanding, use of this policy and resources and access to Child Protection training. Information related to sexual grooming will also be provided upon orientation to ensure that staff are fully aware of the signs and limits related to appropriately interacting with children.

Staff Professionalism:

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

- Management, in conjunction with the Coordinator, will immediately address any breach in the professional expectations outlined. If the concern involves the Coordinator, two representatives from management, will conduct the discussion.
- All discussions will be recorded and standard of behaviour and expectations clearly explained.
- Any further problems will be addressed as per the discipline procedure.
- Educators will be made aware of the services philosophy and policies and will be expected to follow these. Should educators have any concerns with the policies, they are to raise this with the Coordinator or management liaison officer.
- Educators will be expected to know, understand and perform their duties as per their job description.
- Educators will be expected to maintain and improve their skills through participation in training and development opportunities. Management will ensure that finances are made available in the budget training.
- Educators will be expected to start duties on time.
- Educators will be expected to dress appropriately for their duties.
- Educators must not attend work under the influence of drugs or alcohol.
- Educators should not attend work when they are unfit to do so due to injury or sickness and must inform the service as soon as possible.
- Educators will use only suitable language that is not offensive to other educators, families and children.
- Educators will be expected to follow all confidentiality issues.
- The service is a smoke free zone. Educators may not smoke in or around the building, or in the sight of the children.
- Educators will be expected to know and follow the child protection policies.
- The quality of the service and positive working environment are dependent on good educator and parent relationships. Educators will follow proper communication procedures as outlined in the appropriate policies and procedures.
- The maintenance of good teamwork will be an expectation outlined in all job descriptions.
- Any conflicts that arise must be addressed as outlined in the grievance procedure.

In-service Training and Development:

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

year.

- All educators will be given opportunities to upgrade their qualifications in line with the National Quality Framework.
- A variety of training methods will be used including:
 - ✓ Internal workshops, which can be conducted by educators or outside presenters.
 - ✓ External meetings with other service to exchange ideas.
 - ✓ Time allocation made to educators to review any new resources that may be of value.
 - ✓ External workshops, conferences and seminars.
 - ✓ Accredited short courses provided by registered training organisations.
- Educators are encouraged to share relevant skills and knowledge they obtained from any training with the other educators in staff meetings or where more time is required in an internal workshop.
- All educators will be considered to be at work for the duration of any training activity they attend for the service.
- The service will cover the costs of all authorised training. The individual however will cover tertiary study costs.

Review and Appraisal:

- All educators will be informed of the appraisal system on acceptance of the position, and given details in the orientation process.
- An initial review will be undertaken after a period of one month in the position.
- Appraisals will then be conducted on an annual basis.
- Educators and management will agree with the format of the appraisal system, which may be updated to more suitable systems after review, discussion and endorsement by management and educators.
- All educators will be given at least two weeks notification of an upcoming appraisal and a convenient time arranged for both parties.
- The appraisal system shall clearly state the expectations for each position and identify clear performance measures.
- The appraisal system shall ensure two way communication is maintained and is used as a positive avenue for improving staff performance.
- The appraisal system can be used, as a tool to identify future training needs of the educators.
- At the completion of the appraisal an action plan will be developed identifying areas of training, and action to be taken and goals set for each educator. This will be agreed to and signed by both parties.
- Where it is identified that the educator is not meeting the required performance measures then the following will be undertaken:
 - ✓ Action plan developed to identify areas for improvement. This will include a time frame for further review.

- ✓ Training areas identified and put into place as soon as possible.
- ✓ Support and guidance given to the educator to help them through the process and assist them in achieving the required standards.
- ✓ The support can be given through the Coordinator or the management liaison officer.
- ✓ A record made of the above, dated and signed by both parties.
- ✓ Should no improvement be made by the next review then further action will be taken.
- If the educator is still dissatisfied then they should put their concern in writing asking for the decision to be reviewed or that they wish to pursue the issue further through other avenues. These could include the union or mediation.
-

Grievance Procedures:

• GENERAL GRIEVANCE PROCEDURE

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

• FORMAL GRIEVANCE PROCEDURE

- Where the resolution of a grievance has not been satisfactorily achieved through the informal procedure, then a more formal approach should be taken.
- Grievance between educators:
 - ✓ As appropriate, the Coordinator, or the Liaison Contact should now be briefed about the grievance and its current status.

- Grievance between committee members:
 - ✓ The whole committee should be briefed.
 - ✓ The grievance(s) will firstly be investigated by the Coordinator or management as appropriate.
- The investigation will involve:
 - ✓ Interviews with both parties and/or witnesses
 - ✓ Assessment of relevant documentation e.g. job descriptions, policies etc.
 - ✓ Preparation of a clear description of the issue
 - ✓ Arranging a formal meeting between parties
- A meeting will be conducted by a neutral third person. This person will manage the conduct of the meeting, be impartial having no input to the content of the meeting, and will prepare a written record of the outcome(s) of the meeting.
- Where the service cannot identify a suitably impartial person, management will agree to invite a qualified mediator to assist.
- The meeting will:
 - ✓ Identify the issue(s) of concern and persons who are involved
 - ✓ Arrange all parties to be involved and to put forward their views
 - ✓ Identify alternative solutions
 - ✓ Attempt to reach a mutually satisfactory resolution of the issue(s).
- At formal grievance resolution meetings all parties are entitled to invite a support person to attend. This person does not provide input to the meeting, but may offer support and advice to their party during the meeting.
- A confidential written record of the outcome of the meeting will be given to all participants who are to acknowledge their agreement by signing the record. A signed copy will be kept with educator files.
- The neutral party will inform management of the meeting's outcome(s).
- Management will ensure that outcomes are included in job descriptions or service policies as appropriate.
- If one party remains dissatisfied with the meeting's outcome(s) then this should be put in writing to the management committee asking that the process be reviewed or stating that they intend to pursue the grievance further through other suitable avenues.
- Where the issue of grievance is between management and educators and concerns standard of work performance or work practice, then the discipline procedure will be followed.

Disciplinary Action:

- It is important that the educators are fully aware of their expectations as an employee in the service and that clear guidelines are given regarding educators duties, code of conduct and professionalism.
- Management will ensure that all educators are given clear job descriptions and orientation into the position with opportunity to clarify any issues.

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

- STEP 1: VERBAL WARNING.

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

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

- STEP 2: WRITTEN NOTICE.

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



occur.

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

- STEP 3: FINAL WRITTEN WARNING.

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

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

- STEP 4: TERMINATION OF EMPLOYMENT.

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

- PROCEDURE FOR DEALING WITH SERIOUS UNACCEPTABLE BEHAVIOUR:

- Where an educator in the workplace:
 - Intentionally endangers life.
 - Is found stealing.
 - Reports to work under the influence of drugs or alcohol.
 - Inflicts or threatens physical or sexual abuse or harassment.
- The Coordinator or management will suspend the employee without loss of pay pending an investigation.
- The investigation is to be completed within 72 hours and an interview date determined.
- If the employee is a union member the union representative will be informed.
- The interview is to be attended by the Coordinator, a nominated representative of management, the person reporting the unacceptable behaviour and the union representative if desired. The employee is to be advised formally of the findings of the investigation and the action being taken.
- When immediate termination is required, a dismissal notice is prepared at the interview. When continued employment is recommended a warning letter will be issued.
- All the relevant records will be recorded on the employees file.
- If the employee is vindicated of the accusation, all relevant formal documentation is to be



removed from their file.

Relief Educators:

- The service will employ relief educators on a casual basis to fill short-term vacancies or absences
- The Coordinator will keep a register of relief educators, which will be maintained and updated regularly.
- A file recording experience, qualifications, Prohibited Employment Declaration and completed Working with Children Check, will be kept with the register
- Unsuccessful applicants for positions vacant who seem suitable will be asked if they would like to be placed on the relief educator list.
- Unless in an emergency, all relief educators will need to have been through an interview with the Coordinator, have referees and references checked, and are deemed a fit and proper person to care for the children.
- When no one from the services list is available to fill the position, the Coordinator may contact another Out of School Hours service to employ someone they recommend from their relief list
- When necessary to employ relief educators prior to the checking process being completed, work requirements will be modified to include additional supervision or limiting their direct access to children.
- Job descriptions will be drawn up for all relief educators.
- Relief educators will be asked to fill out a casual work agreement before commencement of duties.
- The Coordinator will, where possible, provide a modified induction to the service, which will include a tour of the service, introductions to educators, a copy of the staff handbook, job description for relief educators, code of conduct and copies of relevant policies. The Coordinator will ensure that they are fully aware of their duties and the services expectations prior to commencement.
- Relief educators must adhere to all areas of confidentiality.
- Any one who will be collecting children from school will be given clear instructions as to the meeting place, list of children to be collected, special service identification such (so the children know they may go with that person) and a copy of the procedure for missing or absent children.
- All relief educators will be paid the appropriate wage and minimum hours as outlined for casual educators under the relevant award.

Volunteers, Students and Visitors:

- VOLUNTEERS
 - All volunteers must be interviewed by the Coordinator and provide two suitable referees and where possible references, before they will be able to work in the service. All volunteers will be required to comply with the WWCC guidelines.
 - A job description will be drawn up for volunteers, clearly outlining their duties and expectations

of the service.

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

• STUDENTS

- Placements will be offered to high school students who wish to gain work experience as part of a school program.
- The participating school must initiate the work experience, identify the students suitability and work with the Coordinator in relation to times and expectations.
- The school must provide written authorisation for the student and a copy of their insurance. This will be kept on file.
- Students attending other registered training organisations and studying a relevant field, such as childcare, teaching, recreation or community services. The training organisation must initiate the placement, identify the students suitability and work with the Coordinator in relation to times and expectations. The training organisation must provide written authorisation for the student and a copy of their insurance. This will be kept on file.
- All placements will be negotiated through the Coordinator and placement be only accepted on the discretion of the Coordinator based on issues such as educators ability to supervise and be available to help the students.
- After the Coordinator sees the placement as worthy they will seek approval for the placement from management at the next meeting or if unable to do so prior to the meeting, get approval from the Chairperson or other delegated management member.
- Students will be provided with guidelines identifying their responsibilities, expectations and code of conduct while at the service.
- Students should be made aware of relevant policies such as behaviour management.
- Students are not to discuss a child's development or other issues with the families.
- Students should adhere to all policies concerning confidentiality.
- Students should never be left alone with or in charge of any children.
- Students will not be used to do tasks that the employed staff normally do.
- Students are required to be a minimum of eighteen years old.
- Students are required to be approved by Child Care Coordinator.



- **VISITORS**

- Visitors may be invited to the service to stimulate the children's program.
- Visitors could include local people or family members with a skill or ability to share with the children and educators or local community resources such as police, fire brigade etc.
- All other visitors must make an appointment to see the Coordinator at a convenient time.
- Professional access to the service will be at the discretion of the Coordinator or management or when required by law to do so.
- Professionals include, union representatives, State and Federal Government Departmental Officers, Occupational Health and Safety inspectors, building inspectors and police officers.
- Any unwelcome visitor will be calmly asked to leave the service. If they refuse, the Coordinator or educator directed by the Coordinator will call the police for removal.
- No educator is to try to physically remove the unwelcome person, but try to remain calm and keep the person calm as far as possible.

Educator: Child Ratios:

- The educator: child ratios as outlined in the National Standards will be met at all times.
 - ✓ There will be a maximum of 15 children to 1 educator.
 - ✓ There will be a maximum of 8 children to 1 educator for excursions.
 - ✓ There will be a maximum of 5 children to 1 educator for swimming.
- There will be a minimum of 2 educators present at all times.
- When educators are sick or unable to attend work, appropriate relief educators will be employed to meet the standards.
- For an emergency or if an educator becomes sick, a replacement should be obtained where possible before the educator leaves the service.
- If a relief educator is unable to be obtained, suitable volunteers may be employed on a casual basis to cover the numbers.
- Volunteers will only be counted on excursions to make up the higher number of educators required, or when temporarily employed.
- Students will not be counted as part of the educator: child ratio, at any time.

Communication:

- **EDUCATORS/MANAGEMENT**

- Educators and management are to treat each other with respect, courtesy and understanding.
- Appropriate language is to be maintained at all times.
- The Coordinator is the main line of communication between the educators and management.

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

- **EDUCATORS/FAMILIES**

- Educators will create a comfortable and supportive environment for families and strive for open communication and good relations.
- Educators and families will treat each other with respect, courtesy and understanding.
- Appropriate language is to be maintained at all times.
- Educators will not be judgemental towards families and will respect their need to use childcare.
- Educators will accept family's individual differences in raising their children and in all cultural issues.
- Educators will ensure families are greeted and farewelled in all sessions.
- Educators will maintain regular, open communication with families. Educators should inform families personally about anything relating to their children as an ongoing process. This could be praise about the child's day or activities, any problems the child might have had in the day, issues of behaviour that may have been a concern and so on.
- Educators will regularly talk to families about the child's interests or activities and respond to suggestions from the families.
- Educators will regularly talk to families about the child's cultural needs and celebrations and respond to these.
- When family members contact the service to see how a child is settling in, educators will provide them with information regarding the child's participation and wellbeing.
- Conversations will be maintained at a positive level.
- Communication with families will be maintained in a variety of ways such as:
 - ✓ Greeting and farewelling
 - ✓ Personal conversations
 - ✓ Notice boards
 - ✓ Parent handbooks



- ✓ Newsletters
- ✓ Information from management
- Educators will ensure that families are fully aware of all lines of communication, and ensure these are followed.
- Educators will be aware of their limitations in relation to family's problems and ensure they are referred to the appropriate people when required.
- Families and educators are requested to maintain confidentiality at all times.

- EDUCATORS/CHILDREN

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

- EDUCATOR/EDUCATOR:

- Educators are to treat each other with respect, courtesy and empathy.
- Appropriate language is to be used between educators at all times.
- Educators are expected to work together as a team and be supportive of each other in the workplace.
- Staff meetings are appropriate times to raise matters of interest or concern to other educators. The Coordinator will arrange for educators contributions to be placed on the meeting Agenda.
- Educators are expected to read minutes of meetings and to take notice of changes to service policy and procedures.
- Educators are to read the daily communication book prior to the commencement of each roster.



- Educators will familiarise themselves with the content of all notices displayed around the service.
- An educator with concerns about the work practices or standards of another educator will firstly approach that person to discuss the matter. If the matter remains unresolved, then the grievance procedures will be followed.
- Educators should not unnecessarily involve families or other educators in their matters of grievance or complaint.

Staffing Arrangements:

- The service's Nominated Supervisor will be responsible for the service at all times regardless of their attendance at the service.
- In the absence of the Nominated Supervisor at any time, a Responsible Person will be selected to be in charge of the daily operation of the service. This person will not adopt the Nominated Supervisor's responsibilities during this time. The service will display the details of the Nominated Supervisor and Responsible Person at all times the service is operating.
- A Responsible Person must hold a Certified Supervisor's Certificate.
- The service will appoint an Educational Leader and display the name of this person for families should they wish to discuss the service's programming practices.
- At all times the service is operating, there will be at least one educator who holds a current approved first aid, anaphylaxis and asthma management qualification.
- Educators will record their name and the hours they have worked directly with children each time they are working in the service. This record will also include the name of the Responsible Person, the Educational Leader, and the names of any students and visitors.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Code of Conduct Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to establish a common understanding of work place standards expected of all employees of the Service. We aim to ensure positive working relationships are formed between all educators and management, promoting dignity and respect by avoiding behaviour which is or may be perceived as harassing, bullying or intimidating. Educators and management will always conduct themselves in an ethical manner and strive to make all interactions positive and compliant in accordance with the Service's philosophy. This policy applies to staff, management and visitors.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
168	4.1 4.1.2 4.2 4.2.1 4.2.2 7.1.1 7.1.3	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Child protection - Interactions with children, family and staff - Staffing policy - Child Protection - Responsible persons 	<ul style="list-style-type: none"> - ACECQA - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - ECA Code of Ethics. - Guide to the National Quality Standard. - Anti-Discrimination Act - Fair Work Act - Industrial Relations Act - Work Health and Safety Act - Ombudsman Act - Privacy and Personal Information Protection Act - Revised National Quality Standard 2018 - Child Safe Principles 1,5,7



Implementation

The Approved Provider, Nominated Supervisor, Educators and Staff, Volunteers and Students will adhere to the Early Childhood Australian Code of Ethics, National Regulations and Quality Standard and Service policies and procedures at all times, promoting positive interactions with the Service and the local community.

1. Respect for people and the Service

- Employees and Management are committed to the Service philosophy and values, inclusive of best practice in early childhood education and building positive partnership with children, families and staff.
- Effective, open and respectful reciprocal communication and feedback between employees, children, families and management is conveyed
- It is important to treat colleagues, children and families with respect. Bullying or insulting behaviour, including verbal and non-verbal aggression, abusive, threatening or derogatory language or intimidation towards other employees, children, visitors or families is unacceptable and will not be tolerated.
- Employees are committed to valuing and promoting the safety, health and wellbeing of employees, volunteers, children and families.
- Employees are committed to an Equal Opportunity workplace and culture which values the knowledge, experience and professionalism of all employees, team members and managers, and the diverse heritage of our families and children.

2. Expectations of Employees

- Employees will ensure their work is carried out proficiently, harmoniously and effectively. They will act in a professional and respectful manner at all times whilst at work, giving their full attention to their responsibilities and adhering to all Service policies, procedures, laws, regulations and National Quality Standard.
- Employees will act honestly and exercise attentiveness in all Service operations. They will carry out all lawful directions, retaining the right to question any direction which they consider to be unethical. If uncertain they can seek advice from the Nominated Supervisor, Approved Provider or the Ombudsman.
- Employees will have a solid understanding of the Service's policies and procedures, if uncertain about the content of any policy or procedure with which they must comply; employees should seek clarification from the Nominated Supervisor or Approved Provider.



- Management will inform employees about essential information and make documents readily accessible to them.
- Employees will be courteous and responsive when dealing with colleagues, students, visitors, children and families.
- Employees will work collaboratively with colleagues
- Employees will be mindful of their duty of care towards themselves and others
- Employees will be positive role models for children at all times
- Employees will respect the rights of all children
- Employees will respect the confidential nature of information gained about each child participating in the program.

3. Expectations of Leaders and Management

In addition to the above responsibilities, leaders and management are expected to:

- Promote a collaborative and interconnected workplace by developing a positive working environment where all employees can contribute to the ongoing continuous improvement of the room and Service.
- Promote leadership by working with employees to improve professional development and growth
- Provide ongoing support and feedback to employees
- Model professional behaviour at all times whilst at the Service
- Implement supportive and effective communication systems, consulting employees in appropriate decision making.
- Take appropriate action if a breach of the code of conduct occurs
- Share skills and knowledge with employees
- Give encouragement and constructive feedback to employees, reflecting the value of different professional approaches

4. Reporting a breach in the code of conduct

- All employees are required by law to undergo a Working with Children Check, which is verified by the employer
- If employees become aware of a serious crime committed by another person, they are required to report it to management
- All employees must report possible risk of harm to children or young persons to management.

Employees will report any concerns they may have about inappropriate actions of any other employee that involves children or young people to management



5. Duty of Care

- Management and employees have a responsibility to take reasonable care for the health and safety of themselves and others at the workplace to enable compliance with the work health and safety legislation.
- Duty of Care relates to both physical and psychological wellbeing of individuals
- Management and employees have a duty of care to take reasonable care for the safety and welfare of children and young people in care. Thus taking all reasonable action to protect children and young people from risk of harm that can be reasonably predicated.

6. Use of alcohol, drugs and tobacco

- Smoking is NOT permitted in or on surrounding areas of the Service. It is expected that the odour of cigarette smoke will not be detected on an employee's clothing. If an employee is found smoking on the premises, that employee may be terminated. Our Service supports the [Smoke Free Environment Act 2000](#). The company and its employees will follow all conditions outlined in this act.
- Our Service is bound by the Education and Care National Regulations. As such, alcohol, drugs or other substance abuse by employees can have serious adverse effects on their own health and the safety of others. As such, all employees must not:
 - Consume alcohol nor be under the influence of alcohol while working
 - Use or possess illegal drugs at any workplace; nor
 - Drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances
 - Bring alcohol or any illegal drugs on the premises
- If a co-worker suspects another to be affected by drugs or alcohol, they must inform the Nominated Supervisor immediately. No employee will be allowed to work under the influence of drugs or alcohol.
- Employees undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties are required to report this to the Nominated Supervisor.
- All issues pertaining to these matters shall be kept strictly confidential. A breach of this policy may initiate appropriate action including the cancellation of employment

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Responsible Person Policy

A Responsible Person must be physically in attendance at all times that the Service is educating and caring for children. Approved providers are responsible for appointing nominated supervisors and/or persons in day-to-day charge that are aged 18 years or older, fit and proper, and have suitable skills. (ACECQA Summary of Changes)

Purpose

Chester Hill Neighbourhood Centre (OOSH) is committed to meeting our duty of care obligations under the National Law & Regulations to ensure a Responsible Person is on the premises at all times to ensure the health, safety, wellbeing, learning and development of all children at the service is maintained at all times. This policy applies to the Director, Nominated Supervisor, educators, families, students, and volunteers.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
150 168 173	4.1 4.1.1 4.1.2 4.2 4.2.1 4.2.2	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Educational Program - Interaction with Children, Family and Staff - Orientation of New Families - 	<ul style="list-style-type: none"> - Australian Children's Education & Care Quality Authority. (2014). - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015 - Revised National Quality Standards - Child Safe Principles 5,7

DEFINITIONS

Name	Definition
Nominated Supervisor	A person with responsibility for the day to day management of an approved service. The Nominated Supervisor has a range of responsibilities under the Law and Regulations that govern the operation of education and care services.
Responsible Person	A person who is physically at the Service and has the role of Nominated Supervisor or duly appointed person. The Responsible

	Person has consented to be placed in day to day charge of the Service but does not take on the responsibilities of the Nominated Supervisor rather they ensure the consistency and continuity in practices.
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Implementation

A Responsible Person will be on the premises at all times, and the details of the Responsible Person will be readily available to families & visitors.

If the responsible person needs to change, they will 'hand over' obligations for the role to another duly appointed person at the Service. It is vital that the Responsible Person is documented when taking over this position. The process for determining the Responsible Person will be clear to all educators and staff, and followed at all times. Both the old and new Responsible Person will converse directly and ensure the name of the Responsible Person presented at the Service appropriately reflects who presently holds the position.

Our Service will have one Responsible Person present at all times when caring for and educating children.

A responsible person is:

- An Approved Provider
- A Nominated Supervisor
- A duly appointed person, 18 years or older, fit and proper, and have suitable skills

The Coordinator Will Ensure:

- A Responsible Person is appointed
- The Responsible Person is over the age of 18 years
- They meet the minimum requirements for qualification, experiences and management capabilities
- The Responsible Person has a clear understanding of the role
- The Responsible Person is a fit and proper person
- The Responsible Person has a minimum of 3 years' experience working as an educator in an Education and Care service (Recommended but not compulsory)
- The Responsible Person is on duty during both early and late shifts
- The Responsible Person interchanges with the Nominated Supervisor in their absence.
- Educators are aware that they have to sign off when they have finished their duty and will ensure the Nominated Supervisor or appointed person will sign on and take on the role of Responsible Person.
- Written consent of the Nominated Supervisor role has been accepted
- The staff record has the name of the Responsible Person at the service for each time that children are being educated and cared for by the Service.
- The Nominated Supervisor/appointed person signs their name and *present* time on the Responsible Service Record.



A Nominated Supervisor/ Will:

- Sign their name & *present* time on the Responsible Service Record
- Provide written consent to accept the role of Responsible Person
- Check that the identity of the Responsible Person in charge of the Service is available to families & visitors
- Inform the Director in the event of absence from the Service due to leave or illness so they can be replaced by another Responsible Person
- Ensure they have a sound understanding of the role of Responsible Person
- Abide by any conditions placed on the Responsible Person
- Understand that a Responsible Person placed in day-to-day charge of the Service does not have the same responsibilities under the National Law as the Nominated Supervisor (i.e.: Director)
- Notify the Regulatory Authority within 7 days of any changes to their personal situation, including a change in mailing address, circumstances that affect their status as fit and proper, such as the suspension or cancellation of a Working with Children Check card or teacher registration, or if they are subject to disciplinary proceedings

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Bullying, Discrimination and Harassment Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre is committed to providing a safe and equitable workplace for all staff and educators. Bullying, discrimination and harassment will not be tolerated under any circumstances. As part of this commitment, we aim to prevent workplace bullying by adhering to the Early Childhood Code of Ethics and centre philosophy, ensuring a safe workplace for all staff and Educators employed at the Service. This policy applies to staff, management and educators of the Service.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
168 (2) (i)	4.2 4.2.1 4.2.2	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Code of Conduct - Staffing policy 	<ul style="list-style-type: none"> - Australian Children's Education & Care Quality Authority (2014) - Guide to the Education and Care Services National Law - Education and Care Services National Regulations (2015) - ECA Code of Ethics - Guide to the National Quality Standard - Fair Work - Child Safe Principles 5,7

Implementation

Workplace bullying occurs when a person or group of people repeatedly behave unreasonably towards a worker or a group of workers, creating a risk to health and safety. Bullying may involve any of the following types of behaviour:

- Aggressive or intimidating conduct
- Belittling or humiliating comments
- Spreading malicious rumours
- Teasing, practical jokes or 'initiation ceremonies'
- Exclusion from work-related events



- Unreasonable work expectations
- Displaying offensive material
- Pressure to behave in an inappropriate manner

Bullying does not include reasonable management action carried out in a reasonable manner.

Discrimination occurs when someone is treated less favourably than others because they have a particular characteristics or belong to a particular group of people, such as age, race or gender.

Harassment involves unwelcome behaviour that intimidates, offends or humiliates a person because of a particular characteristic such as race, age, gender, disability, religion, or sexuality.

There are a number of anti-discrimination, equal employment opportunities, workplace relations, and human rights laws which make it illegal to discriminate or harass a person in the workplace.

Our Service philosophy, code of conduct and early childhood code of ethics will guide educator interactions and best practice by providing a vision, a purpose and meaningful direction to ensure a safe working environment for all staff.

The Coordinator and Nominated Supervisor will ensure:

- A thorough induction process for new employees is conducted at the commencement of employment
- Compliance with discrimination law
- They have a comprehensive understanding of the Service's code of conduct, complaint and grievance policy and the Early Childhood Code of Ethics
- Educators are informed that inappropriate behaviour, including bullying and harassment will not be tolerated
- Educators are aware of the bullying and harassment procedure
- Inappropriate behaviour is addressed
- Educators are aware of appropriate interactions through professional development and training
- Staff and Educators are aware of their job roles and responsibilities which will be clarified through job descriptions, team meetings, performance appraisals and expectations
- Constructive feedback is provided to staff and Educators
- Communication practices are reviewed frequently to ensure best practice
- All staff and educators are treated equally



Educators Will:

- Be involved in decision making with a clear understanding of their roles and responsibilities, outlined in each individual job description
- Be encouraged to embrace the uniqueness and diversity of their colleagues
- Respect the skills, strengths and opinions of all educators in order to create team cohesion based on professionalism
- Comply with discrimination law
- Be responsible for their own actions in the workplace
- Raise matters of concern at an early stage to management
- Provide management with specific information regarding the perceived bullying and being prepared to have the complaint made known to the person, to allow for fair management and rectification
- Maintain confidentiality and not discuss or release information relating to a bullying allegations

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Relationships with Children

Anti-Bias and Inclusion Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to provide an inclusive environment for all children, families and educators and acknowledge the uniqueness of everyone regardless of their additional needs and abilities, race, gender, sexuality, religion, culture, physical and mental abilities and socio-economic background. This policy ensures all children; families and staff are welcome, treated equitably and with respect. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
155 156 157 168	5.1 5.1.1 5.1.2 5.2 5.2.1	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Educational Program - Interaction with Children, Family and Staff - Enrolment & Orientation - Confidentiality 	<ul style="list-style-type: none"> - My Time, Our Place Framework - Work, Health and Safety Act (2011). - Australian Children's Education & Care Quality Authority. - Guide to the Education and Care Services ECA Code of Ethics. - Anti-Discrimination Board of NSW - Child Safe Principles 2,4

Implementation

Our Anti-Bias and Inclusion policy underpins the philosophy of Chester Hill Neighbourhood Centre (OOSH). The role of educators is to encourage children to share and learn about the individuality of each child and their family and their role in the Service. This policy aims to assist children to form positive social relationships and to learn to accept the diversity of members of the Service community.

In Relation to Cultural or National Origin and Racial Identity the Service Will Ensure:

- Children and Educators will have access to information and training about other cultures/racial identity, especially those relevant in the Service.



- Educators will work with one another, families and children to continue to extend both their individual and communities cultural competence.
- Where possible, the Service will employ Educators that reflect various cultural, national origin and racial identities.
- Educators will affirm and foster children's knowledge and pride in cultural identity.
- Educators will encourage parent input into the program, sharing culture, racial identity i.e. First language and to participate on a level that they feel comfortable.
- Educators will collect information from each family on enrollment and incorporate it in the program to meet individual family needs re: ethnicity and home language.
- Educators will respect all cultures by presenting photographs, pictures, play equipment, books, posters, music, dramatic play and dolls that will encourage open discussion and exploration.
- Educators will present books that reflect different languages and children's first language.
- Educators will know and understand the needs, strengths and attitudes of each culture who attend the Service.
- Educators will challenge inappropriate or stereotypical conversation with children

In Relation to Gender Equity:

- Educators will ensure that all children are given equal opportunities to engage in all experiences and interactions regardless of their gender.
- Educators will offer opportunities for both male and female family members to be equally involved within the program.
- Educators will assist children to identify stereotypes and unfair treatment so that they can discuss ways in which to include the perspectives of others.
- Educators will provide resource materials that are not stereotypical.
- Educators will provide equal opportunity for both male and female children during educational programs and activities.

In Relation to Diversity in Family Composition:

- Educators will create an environment that is welcoming to all families.
- Educators will respect each family, and work in partnership to support the child's emergent identity as an individual, member of their family, our Service and the community.
- Educators will engage in simple discussion about families that focus on fact rather than values e.g. "Some children live with their Mum or Dad, some with grandparents, and some with two mums or two dads".



- Educators will be encouraged to seek awareness and reflect on his/her own feelings, beliefs and background and evaluating the effect these may have on their attitudes and interactions with families.
- Educators will treat all families regardless of socioeconomic background with respect.
- The Educators and children will discuss how members of the community can support one another through the provision of resources, donations of goods or time etc.

In Relation to Aboriginal and Torres Strait Islander People:

- Educators will deepen their own knowledge and understanding of Aboriginal and Torres Strait Islander culture through attending professional development, reading current information and regularly reflecting together as a team to embed Aboriginal and Torres Strait Islander perspectives and culture into the program in a positive way, consistent with how local Indigenous community wish to be presented.
- The Service will develop an acknowledgement of country, which will be displayed and will be conveyed during special events and incorporated into the program on a regular basis.
- Educators will show respect for the Indigenous and Torres Strait Islander culture, aiming to instill sensitivity/appreciation of the culture and a knowing and valuing of individuals.
- Educators will access and encourage involvement of the Aboriginal and Torres Strait Islander families, Educators and community members who have a vast knowledge of their culture.

In Relation to Ability:

- Educators will provide an inclusive educational environment in which all children can succeed, that promotes acceptance, respect and appreciation for individuals varying abilities.
- Educators will consult with all families and other professionals to enable full participation in the program for children with varying abilities.
- Educators will provide children and parents with developmentally appropriate information about varying abilities to foster understandings that we are all similar and different.
- Educators will treat all children equally and develop an understanding that everyone has something important to contribute.
- Educators will create an environment where all children can participate in activities and experiences

Promoting Inclusion and Diversity into the Curriculum:



- Educators will promote positive influences, modelling appropriate communication, non-bias or gender specific language and attitudes
- Management and Educators will work with Inclusions support facilitators to aid the inclusion of children with additional needs
- Educators treat children with respect by answering their questions honestly
- Educators will adapt activities, interactions, communication, the environment and documentation to ensure all children and families are actively included to participate in the curriculum
- Educators will provide children with a range of resources, equipment and opportunities to enhance their awareness of access to diversity
- Educators will incorporate children's home language
- Educators will reflect on the curriculum ensuring inclusive practice and goals set for children are being met

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Behaviour Guidance Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to create positive relationships with children making them feel safe, secure and supported within our Service. We will ensure children are treated with respect, consistency, fairly and equitably as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.

Supporting children to develop socially acceptable behaviour is a primary goal for educators and families. This is embedded in fundamental documents including the My Time Our Place (MTOP), The Education and Care Services National Regulations and the National Quality Standard (NQS). This policy applies to children, families, staff, management and visitors of the Service

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
73	1.2	- Parent Handbook	- My Time, Our Place Framework
74	2.3	- Staff Handbook	- Work, Health and Safety Act (2011).
76	3.1	- Educational Program	- Australian Children's Education & Care Quality Authority.
155	3.2	- Interaction with Children, Family and Staff	- Guide to the Education and Care Services ECA Code of Ethics.
156	5.1	- Incident, Illness, Accident and Trauma	- Anti-Discrimination Board of NSW
157	5.1.1	- Confidentiality	- UN Convention the Rights of the Child.
168	5.1.2	- Anti-Bias and Inclusion	- Child Safe Principles 2,3,4,5,6,7,8
Section 166 (Offences to use inappropriate discipline)	5.2	- Supervision Policy	
	5.2.1	- Medical Condition	
	5.2.2	- Enrolment and Orientation Policy	
	6.1	- Family communication policy	
	6.3		

Implementation

The behaviour and guidance techniques used by staff and Educators at our Service are designed to give children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual.



We believe in providing boundaries as part of a loving and secure relationship with children and families to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them.

There are three aspects to promoting positive behaviour:

1. A learning environment that is positive and supportive
2. Strategies for building skills and strengthening positive behaviour
3. Strategies for decreasing undesired behaviours

The Coordinator/Nominated Supervisor/Responsible Person Will Ensure:

- Information is gathered from families about their children's social skills and relationship preferences, which will be recorded in the child's individual file. Our educators will use this information to engage children in experiences that support children to develop and practice their social and shared decision making skills.
- A partnership is developed with local schools and other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. This information will be kept confidential and in the individual child's file.
- Children are given the opportunity to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else.
- Children are being acknowledged when they make positive choices in managing their behaviour.
- Positive strategies are being implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour. In addition, we will implement strategies educating children about developing behaviour limits and the consequences of inappropriate behaviour.
- Excessive behaviour is managed and communicated with families.
- Support educators enhance their skills and knowledge in guiding children's behaviour
- A Strategic Inclusion Plan (SIP) is developed with local support agencies
- The SIP is reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan.

Educators Will:

- Encourage the individual social development in each child, striving to develop children's self-control and understanding the feelings of others
- Guide children's behaviour, teaching them how to be considerate of others – to think about the effects of their actions on others. It is important that children understand what acceptable and unacceptable behaviour is and how to manage their emotions.

- Use positive guidance through redirection. In the instance of adverse behaviour being persistently observed, Educators will evaluate their program, room set up, supervision etc. to reflect on inappropriate behaviour, triggers and sources.
- Role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different cultural backgrounds as well as from different age groups and different sexes.
- Implement "Time with" an adult, which will be used when all other strategies (above) have been exhausted. "Time with," allows children time to reflect on their actions, assisting in fostering self-discipline and to acknowledge that there are consequences to actions. "Time with" will occur under the supervision of other Educators.
- Take into consideration the child's past experiences as their behaviour could be a result from past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence.
- Be responsive to these former experiences, designing and implementing behaviour plans with the individual child that include strategies which will assist alternative and positive behaviour.
- Ensure all strategies being implemented are appropriate to the child's age and developmental capacity.
- Adapt a positive approach, excluding cruel, harsh, humiliating or demeaning actions.
- Consult with industry professionals to support the child within the Service and implement techniques within the program to benefit all.
- Commit to professional development and keep up to date with industry information regarding guiding children's behaviour
- Re-direct a child who may be causing or about to cause harm to himself or herself, another child or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching or hitting, or being disruptive. Redirection may also include an incident where a child places itself in a dangerous situation, for example, climbing a fence or hiding under furniture. Safety is a priority and this may mean using physical re-direction in which an Educator will actually remove the child from the harmful situation.
- Complete a 'Behaviour Incident Report' with each incident that occurs. Families are to be notified where they will be required to read and sign in an instance where a child or children's safety has been jeopardised.
- Continue observing the child, where a similar incidence occurs three times the child's parents and Educators will meet to discuss the issue and create a Strategic Inclusion Plan (SIP) to support the child in the environment.
- Exchange information with families about the Strategic Inclusion Plan which is encouraged both on an informal and more formal basis, such as parent interviews and through newsletters.

- Be sufficiently informed, trained and supervised to implement the Strategic Inclusion Plan created, ensuring that information is composed and recorded for reflection on its effectiveness for the individual child.
- Support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.
- Discuss emotions, feelings and issues of inclusion and fairness, bias and prejudice and the consequences of their actions and the reasons for this as well as the appropriate rules.
- Encourage children to listen to other people's ideas, consider pro-social behaviour and collaborate in problem solving situations.
- Listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions.
- Guide children to remove themselves from situations where they are experiencing frustration, anger or fear.
- Support children to negotiate their rights and rights of others and mediate perceptively when children experience complexity in resolving dissimilarity.
- Learn about children's relationships with others and their relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills.
- Work with individual families and professional agencies to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- Use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them.
- Remain calm, tender and tolerant as they encourage children who are strongly expressing distress, frustration or anger.
- Guide children's behaviour with a focus on preserving and promoting children's self esteem as they learn to self-regulate their behaviour.

Families Will:

- Be informed of behaviour concerns we may have with their child, this includes: the positive and negative aspects of the day.
- Collaborate with Educators and professional agencies when required in order to develop a broader understanding of the child's developmental level, the child's family, the parent's approach, and any recent events, which may be influencing the child's behaviour.



Children Will:

Learn to respect the rights and needs of others by anticipating the result and consequences of their behaviour.

- Be given positive guidance towards acceptable behaviour so they learn what acceptable and unacceptable behaviour is through “time with” an educator.
- Learn to be responsible for their actions and understand how their behaviour impacts on others.
- Be encouraged to use their words rather than actions to resolve conflicts
- Build on strengthening their communication through intentional teaching moments which will include:
 - Greeting others when they arrive and depart from the service
 - Sharing resources
 - Assisting when it is time to pack away the indoor and outdoor environment
 - Using manners such as please and thank-you
- Learn to wait for their turn for an appropriate period of time. This will vary on age and development
- Learn about the feelings of others throughout the program in order to assist children to understand the consequences of their actions.
- Be encouraged to engage in cooperative and pro-social behaviour and express their feelings and responses to others’ behaviour confidently and constructively, including challenging the behaviour of other children when it is disrespectful or unfair.

Positive Behaviour Strategies

Guiding children’s behaviour is an important aspect of caring for and educating children. Positive strategies need to be developed to assist children learn appropriate ways of behaving. Corporal punishment and unreasonable discipline are not permitted in children’s services, not only because the child may be physically harmed, but also because it nearly always has detrimental effects on the child’s self-esteem and feelings of security.

- Establish positive relationships with children
- Empower children to use language and other forms of non-hurtful communication to communicate their emotions
- Promote positive, empathetic relationships between children assisting them to develop respectful relationship
- Encourage and assist children to make decisions for themselves and provide opportunities for independence and self-regulation
- Provide clear and reasonable limits so that children know what is expected of them and follow through to help them abide by the limits



- Model appropriate behaviours
- Provide positive feedback and focus on children’s strengths and achievements and build on their abilities
- Be understanding and supportive – acknowledge children’s emotions
- Help children develop a sense of social responsibility, so that they become aware of the impact of their actions on others
- Promote children’s initiative and agency
- Discuss guidelines, rules, limits and what is fair with children, and use their contributions in setting limits and guidelines.
- Provide age appropriate and interesting activities, experiences and equipment for children to use and become engaged in as they challenge their development
- Providing opportunities for children to explore both in the indoor and outdoor environment
- Set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests
- Ensure there are sufficient materials and equipment
- Implementing a regular routine in order to support children’s positive behaviour. Routines help to provide a sense of security so children feel settled.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre



Interactions with Children, Families and Staff

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre will provide an environment that reflects the principles in “My Time, Our Place” where the development of secure, respectful and reciprocal relationships with children and their peers as well as with educators and families at the Service, ensure children feel safe and supported. With genuine respect for diversity and a commitment to equity, reflected in all our interactions with children.

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

Educators will utilise opportunities in their interactions with children to develop an understanding of each others expectations leading to a deeper understanding of each other and the negotiation of clear boundaries regarding safety, respect for others and procedures for creating a caring environment. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
73	5.1	- Parent Handbook	- My Time, Our Place Framework
74	5.1.1	- Staff Handbook	- Australian Children's Education & Care Quality Authority.
76	5.1.2	- Educational Program	- Guide to the Education and Care Services ECA Code of Ethics.
155	5.2	- Arrival and Departure Policy	- Child Safe Principles 2,3,4
156	5.2.1	- Privacy and Confidentiality Policy	
168	6.1	- Supervision Policy	
	6.1.1	- Behaviour Guidance Policy	
	6.1.2	- Social Media Policy	
	6.1.3	- Behaviour Guidance Policy	
		- Enrolment Policy	
		- Staff grievance Policy	

Implementation:

Educators Will:

- Maintain a positive attitude in all interactions with children.

- Listen carefully to children's experiences and perspectives and show interest in their ideas and perspectives.
- Respect children as individuals and encourage each child to voice their opinions, concerns and ideas in a supportive forum that is free from stigmatisation.
- Support children in feeling confident in the environment by never using strategies such as shouting, threats of corporal punishment or the refusal of food or other basic needs. Educators will always treat children with respect, courtesy and understanding.
- Treat children equally regardless of race, cultural background, religion, sex or ability and ensure interactions between children and educators exhibit this.
- Sensitively manage children who are having difficulty conveying their message or managing their emotions.
- Ensure children understand what is being communicated to them during interactions and allow them time to question or respond.
- Speak to children at their level and use voice intonations, facial expressions and body language to assist in conveying messages.
- Engage in one on one conversations with all children and develop an understanding of their likes, dislikes and interests.
- Collaborate with children regarding the daily routines and practices within the service including programming of experiences in order to meet their individual needs, interests and abilities.
- Organise environments and spaces that promote small and large group interactions and meaningful play and leisure.
- Collaborate with children to develop a set of rules or boundaries to guide their behaviour in the service and discuss clear expectations and consequences of inappropriate behaviours.
- Keep rules simple and only have a small number of concise rules that children understand, focusing on appreciating and caring for each other and the environment. All staff, families and children will be made aware of the rules and the expected consequences. The rules will be clearly displayed.
- Ensure that all educators enforce the rules and consequences consistently at all times. Consequences will be relevant to the situation and never demeaning.
- Follow up all issues that arise by discussing the situation with the child and strategising for better solutions in future issues.
- Collaborate with family members and schools regarding appropriate behaviour management practices to ensure there is a consistent approach.
- Access professional development and resources related to positive behaviour management and include this in professional development planning.
- Act as a positive role model for appropriate and expected behaviours in the service being mindful of respectful language and tone.
- Encourage and reward acceptable behaviour by giving praise and positive feedback to children as often as possible.
- Focus on the behaviours being displayed and not the child displaying them.
- Assist children in developing self-discipline skills and regulating their own behaviours by using simple conflict resolution skills, building self-reliance and self-esteem, role modelling and positive direction.



- Provide children with opportunities to interact and develop respectful and positive relationships with each other, educators and visitors to the service.
- Ensure that appropriate physical contact is maintained in regards to comforting children, application of first aid, safety provisions such as holding hands and maintaining respectful bodily space.
- Identify when interactions with a child are not appropriate and refer to the services 'Providing a Child Safe Environment' policy to address these concerns.
- Maintain defined boundaries in regards to appropriate behaviour with children and engagement with their families.

The Service Will Ensure that Children:

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

Interactions with Families/ Coordinator/Nominated Supervisor/Educators Will Ensure:

- All families are treated equitably without bias or judgement; recognising that each family is unique
- Two-way communication is established through leading by example and asking questions
- Common terminology is used when talking to parents regarding their child's development
- They never to discuss another child or family information with a parent or visitor
- They remain sensitive to cultural differences amongst families and encourage families to share cultural aspects with the children and Educators at the Services
- Families are provided with up to date service information and notices through Daily Reports, Newsletter, communal signs, emails and sign-in sheets



Interactions with Staff and Educators:

To maintain professionalism at all times, Educators will:

- Preserve professional communication in order to create an effective work environment and to build a positive relationship with Educators, Children and Families.
- Collaborate as a team sharing room roles and responsibilities through the use of a roster where necessary
- Be respectful when listening to each other's point of view and ideas
- Use staff meetings to communicate their professional reflections and ideas for continuous improvement as a team
- Attend In-service training to update and refresh individual skills and knowledge
- Refer to the Staff Grievance Policy/Procedure if they feel a situation with another Educator is not being handled with professionalism, respect and quality
- Work collaboratively to reach decisions which will enhance the quality of the Education and care offered at the Service

To enhance communication and teamwork, Educators will:

- Maintain confidentiality
- Treat each team member with respect
- Provide opportunities for all educators to have input and evaluate the program
- Appreciate and utilise educator skills and interests
- Share responsibilities
- Have a flexible attitude towards team roles and responsibilities
- Use a communication book or daily diary to pass on messages and record relevant information
- Use appropriate conflict resolution techniques to solve problems
- Ensure policies and procedures are up to date regarding communication, expected behaviour and grievances.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Supervision of Children

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to ensure children are supervised at all times, as they maintain a safe and secure environment adhering to National Regulations. Supervision, together with thoughtful design and arrangement of children's environments, assists in the prevention and severity of injury to children. Educators will actively supervise children, identifying risks and minimising injury. Effective supervision of children provides Educators with the opportunity to support and build on children's play experiences. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
101 115 120 121 122 123 126 166 168	2.2 2.2.1 2.2.2	<ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Educational Program - Arrival and Departure Policy - Emergency Evacuation policy - Physical Environment policy - Incident, Illness, Accident & Trauma - Administration of medication 	<ul style="list-style-type: none"> - My Time, Our Place Framework - Australian Children's Education & Care Quality Authority. - Guide to the Education and Care Services ECA Code of Ethics. - Child Safe Principles 6,7

Implementation

The Coordinator Will Ensure:

- That the premises and facilities are designed and maintained to facilitate supervision of children at all times while maintaining the rights and dignity of all children.
- That the age and supervision requirements for Educators are maintained at all times.
- Regulatory Authorities are notified of any serious incident, within 24 hours of the incident or the time that the person becomes aware of the incident.
- Educators under eighteen years of age may work at a Centre-based Service provided they are adequately supervised by an educator over the age of 18 at all times and are not left alone.
- Minimum Educator qualification requirements are recognised under the National Quality Framework.



- The Service maintains the required educator-to-child ratio working directly with children at all times, based on the ages and number of children being educated and cared for at the Service.
 - 1:15 for In-house Supervision (School Age Children)
 - 1:8 for excursions
 - 1:5 for water based activities/excursions eg: pool trips
- For ratio requirements in all states see the Information Sheet provided by ACECQA - <http://www.acecqa.gov.au/Improved-educator-to-child-ratios>
- Develop and maintain rosters that ensure continuity of care and adequate supervision at all times when children are being cared for and educated in the Service and on excursions.
- Develop, maintain and regularly review a supervision plan and strategies for both the indoor and outdoor areas, which will support Educators to position themselves effectively to allow them to observe the maximum area possible.
- Adopt accepted best practice - ensuring no staff member is left alone with a child to support child protection protocols.
- Ensure that a Risk Assessment & Management Plan is carried out before an authorisation is requested for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.
- Ensure that parents are notified as soon as practicable but within 24 hours if their child is involved in a serious incident/situation at the Service. Ensure that if the incident, situation or event presents imminent or severe risk to the health, safety and wellbeing of the child or if an ambulance was called in response (not as a precaution) the regulatory authority will be notified within 24 hours.

Educators Will:

- Have a sound understanding of their duty of care and responsibilities in ensuring children are within a safe environment.
- Certify that at least two educators are within vision when working with children and when supporting children with toileting/hygiene routines.
- Arrange the education and care environment to maximise the ability of educators to supervise all areas accessible to children. Precise emphasis will be on gates, the fence line and doors during arrival and departure times.
- Communicate with each other about their location within the environment.



- Maintain correct ratios adhering to the National Education Regulations throughout the education and care environment.
- Ensure that all children are in sight or hearing of educators at all times.
- Implement reliable supervision strategies and not perform other duties while responsible for the supervision of children.
- Listen closely to children whilst supervising areas that may not be in a direct line of sight.
- Scan and look around the area to observe all the children in the vicinity.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Collaborative Partnerships with Families & Communities

Priority of Access Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre understands that for families, enrolling their child into Outside School Hours Care can be an important priority. However the demand for Outside School Hours Care sometimes exceeds the number of places our service is approved for and there may be a waiting list to manage family demands. When this happens, our service will comply with the Australian Government 'Priority of Access Guidelines' to ensure places are allocated to families with the greatest need for child care support. These Guidelines will be strictly adhered to and failure to meet these Guidelines is a breach of the conditions of continued approval for receiving the Child Care Subsidy.

The guidelines will be used during enrolment, when there is a waiting list for our service, or when a number of families are applying for a limited number of vacant places.

National Quality Standard and Relevant Legislation

Education and care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
108 157	6.1.1 6.3.3 7.3.2	- Enrolment and Orientation Policy - Confidentiality policy - Management of complaints policy	- Family Assistance Legislation Amendment (Jobs for Families Child Care Package) Bill 2016 - Child Care Service Handbook. Section 6 Service Delivery (6.3 Priority of access). - Family Assistance Act 1999. - Child Safe Principles 1,3,4

Implementation

The Priority of Access Guidelines

- Families will be advised about the Priority of Access Guidelines when they enroll their children in our service. Families will also have access to a copy of this policy.
- The Priorities are:
 - **Priority 1:** a child at risk of serious abuse or neglect
 - **Priority 2:** a child of a single parent who satisfies, or families who both satisfy, the work/training/study test under Section 14 of the 'A New Tax System (Family Assistance) Act 1999'.



- **Priority 3:** any other child.
- Within the three categories described above, priority will be given to children from:
 - Aboriginal and Torres Strait Islander families
 - Families which include a person with a disability
 - Families on lower incomes
 - Families from culturally and linguistically diverse backgrounds
 - Socially isolated families
 - Single parent families
- When our service has no vacant places and is providing care for a child who is Priority 3 under the Guidelines, the service may require that child to leave the service in order to make room for a child with a higher priority. However, this can only happen if our service:
 - a) Notified the family that our service follows the Priority of Access Guidelines and this Policy when their child first entered care at our service, and
 - b) Gives the family at least 14 days notice of the need for their child to vacate their place.
- When filling vacancies, our service will give priority to school children over children who have not yet started school and may ask a child not yet in school to leave care if a child who is in school applies for a place.
- When considering enrolments for the following school year, the service will consider the physical space and accept enrolments ensuring compliance with the Education and Care Services National Regulations and Law is maintained.
- If proposed enrolments exceed the current physical space, the service will investigate access to additional space. If suitable additional physical space cannot be secured, the service will place a cap on the number of enrolments and once that cap is reached a waiting list will be established. Families will be made aware of this process.

Inclusion of children additional needs

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

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre



Enrolment and Orientation Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre understands that for families, enrolling their child into Outside School Hours Care can be an important priority. However the demand for Outside School Hours Care sometimes exceeds the number of places our service is approved for and there may be a waiting list to manage family demands. When this happens, our service will comply with the Australian Government 'Priority of Access Guidelines' to ensure places are allocated to families with the greatest need for child care support. These Guidelines will be strictly adhered to and failure to meet these Guidelines is a breach of the conditions of continued approval for receiving the Child Care Subsidy.

The guidelines will be used during enrolment, when there is a waiting list for our service, or when a number of families are applying for a limited number of vacant places.

National Quality Standard and Relevant Legislation

Education and care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
158 159 160 161 162 168 177 183	6.1 6.1.1 6.1.2 6.1.3 6.2 6.2.3	- Acceptance and Refusal - Authorisation - Immunisation - Payment of Fees - Confidentiality - Additional Needs - Withdrawal of a Child - Maintenance of Records	- The Business of Childcare, Karen Kearns 2004 Education and Care Services National Regulation 2015 - National Education and Care Regulations - Department of Human Services (Centrelink) - https://www.humanservices.gov.au/customer/services/centrelink/child-care-benefit - Revised National Quality Standard - Child Safe Principles 3,4

Implementation

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

- Enable educators/staff to meet and greet children and their families



- Provide essential operational information
- Form the foundation for a successful and caring partnership between home and the service.
- To help children develop a sense of belonging, feel accepted, develop attachments and trust those who care for them.

This policy applies to children, families, staff, management and visitors of the Out of School Hours Service.

PRIORITY OF ACCESS GUIDELINES

The Department of Family and Community Services and Indigenous Affairs have set priority of access guidelines for all children's services eligible for Child Care Subsidy. Every Child Care Subsidy Approved Out of School Hours Care Service is required to abide by the guidelines which families will be informed of during the enrolment process.

The Priority Lists are used when there is a waiting list for the Service or when several parents are applying for a limited number of vacant places. When families apply to join the list, they are asked a series of questions to determine their circumstances. A scoring system is applied based on their responses. This determines their child's place on the waiting list. As places become available they are offered to those highest on the list as stated in the guidelines above.

Families are required to pay a \$200 bond which is required to secure their child's position. Failure to pay the \$200 bond fee will lead to the child not being accepted. When 2 weeks' notice of withdrawal is given, the bond will be refunded.

Children with disabilities will be enrolled, if in the opinion of management, the Service can meet the child's needs. Additional resources and funding may be required

The Priority of Access levels, which the Service must follow when filling vacancies, include:

1. A child at risk of serious abuse or neglect.
2. A child of a single parent/guardian who satisfies, or of parents/guardians who both satisfy the work/training/study test under Section 14 of the Family Assistance Legislation Amendment (Child Care) Act 2010.
3. Any other child.

Within these three categories priority is also given to:

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



Upon enrolment families will be informed of their priority and directed that if the Service has no vacancies and their child's position is a priority 3 under the Priority of Access Guidelines, it may be required that their child leave or reduce their days to make a place for a higher priority child.

Enrolment Procedure

When a family has indicated their interest in enrolling their child in our Service, the following will occur:

- Families will be invited to come on a tour of the Service.
 - Families will be provided with a range of information about the OOSH Service.
- Families are given a copy of the Parent Handbook which outlines the Service operation and philosophy
- Families will be provided with vacancies, a start date and a suitable time for the child to be orientated to the Service.
- Families are informed of the Priority of Access guidelines and have their position assessed as to how they place within this system. Any matters that are sensitive of nature, such as discussing a child's medical needs, Court Orders, parenting plans or parenting orders, will be discussed privately with management. Families will be required to bring any corresponding documents in relation to court orders, medical needs or plans.
- Families will need to complete the enrolment form informing management of their child's interests, strengths and individual needs.
- Families will need to complete a Child Care Subsidy assessment online to check eligibility and entitlements to CCS which needs to be done through myGov website.
- It is a legal requirement that prior to the child starting at the Out of School Hours Service we have all corresponding documents including enrolment form, medical plans, birth certificate or passport, immunisation status, Child Subsidy Arrangement Form and any court orders.
- Families are required to provide current Australian Childhood Immunisation Register (ACIR) History Statement which shows that the child is up to date with their scheduled immunisations.
- Enrolments will not be accepted from families without full completion of the enrolment form. To secure the enrolment, families are required to pay the security deposit (2 weeks full fees). Information about fees is included in the Fee Policy.

Families will be asked to provide the following information:

1. The full name, residential address, place of employment and contact telephone number of a parent
2. The full name, residential address, place of employment and contact telephone number of a person who may be contacted in case of an emergency concerning the child if a parent is unable to be contacted. Parent must nominate who can be contact in the case of an emergency or for the collection of the child.

3. The full name, residential address, place of employment and contact telephone number of any person authorised to collect the child from the Service. Parent must nominate who can be contacted for the collection of the child
4. Provision of care – if care will be a routine and/or casual etc
5. Session start and end times
6. Agreement on Fee information
7. Any court orders or parenting agreements regarding the child
8. The primary language and cultural background of the child
9. Any special requirements notified by the family, including for example cultural or religious requirements
10. The needs of a child with a disability or with other additional needs
11. A statement indicating parental permission for any medications to be administered to the child whilst at the Service. Only a parent on the enrolment form can authorise the administration of medication.
12. A statement indicating parental permission for any emergency medical hospital and ambulance services
13. The name and address and telephone number of the child's doctor and the nearest public hospital
14. The child's Medicare number
15. Specific healthcare needs of the child, including any medical condition including allergies, including whether the child has been diagnosed as at risk of anaphylaxis
16. Any medical management plan, anaphylaxis Medical Management Plan or Risk Minimisation Plan to be followed with respect to a specific healthcare need, medical condition or allergy
17. Details of any dietary restrictions for the child
18. The immunisation status of the child
19. CRN for child and claimant
20. Birth Certificate
21. Child Care Subsidy Assessment confirmation
22. Confirmation of Enrolment

Orientation Procedure

- Families who are enrolling their child for the first time will collect the Enrolment Form, the Parent Handbook prior to the child's first day at the service. Families should read this handbook so that their child is prepared for their first day at the service and to give them time to complete all relevant forms.
- When forms and all relevant documents are returned and checked by the Nominated Supervisor, families are shown around the Centre.
- Families should advise educators when they are greeted that it is their child's first day at the service and educators will introduce themselves and guide them through the sign-in/out process.
- Educators will introduce the child to other children and engage them in an activity. The educator will remain with the child until they are settled and comfortable in the new environment. Educators will carefully monitor the child whilst in the service to ensure they are settling in.



Child Care Subsidy

- Child Care Subsidy (CCS) replaces the Child Care Benefit (CCB) and Child Care Rebate (CCR) with a single, means-tested subsidy
- Families will need to complete the 'Child Care Subsidy Assessment' Task online through the myGov website.
- Child Care Subsidy is paid directly to providers to be passed on to families as a fee reduction
- Families will contribute to their child care fees and pay to the Service the difference between the fee charged and the subsidy amount

Confidentiality and storage of records

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

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre



Visitor Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to ensure that children are safe at all times and parents are informed of people who visiting the centre through the use of a sign/out record sheet. Chester Hill Neighbourhood Centre (OOSH) educators adhere to the regulatory requirements of recording visitors to their premises whilst providing out of hours school care.

National Quality Standard and Relevant Legislation

Education and care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
165 166 168	6.1.3 7.3	- Parent Handbook - Staff Handbook - Supervision of Children	- Australian Children's Education & Care Quality Authority. - Guide to the Education and Care Services ECA Code of Ethics. - Child Safe Principles 1,3,4

Implementation

The Coordinator, Supervisor and Educators will ensure:

- That no child/children are alone at any time with a visitor while providing care and education to the children as part of the OOSH service.
- All "visitors" who attend Chester Hill Neighbourhood Centre (OOSH) during hours of operation must sign the Visitors Register.
- The Visitors Register must be kept and include the following details:
 - ✓ Date
 - ✓ Name
 - ✓ Time In
 - ✓ Signature
 - ✓ Time Out
 - ✓ Signature
 - ✓ Reason for visit

As per the Education and Care Services National Regulations 2014 visitors include:



- Trades persons
- Other people that may come into the OOSH premises.

Visitors do not include:

- Families that are signing the children in and out on the timesheet

Visitor's registers must be returned to the Co-ordination Unit and kept for a minimum 3 years after the record was made.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre



Family Communication Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre encourages family participation and open communication within our Service. We aim to ensure open communication is concurrent through the enrolment and orientation process, policy review, feedback forms, daily program, documentation, formal and informal meetings, emails and conversations. This policy applies to children, families, staff, management and visitors of the Chester Hill Neighbourhood Centre (OOSH) Service.

National Quality Standard and Relevant Legislation

Education and care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
168	6.1 6.1.1 6.1.2 6.1.3 6.2 6.2.1 6.2.2 6.2.3	- Anti-Bias & Inclusion - Educational program - Interactions with Children, family and staff policy - Open Door Policy	- Australian Children's Education & Care Quality Authority. - Guide to the Education and Care Services - ECA Code of Ethics. - My Time Our Place - Child Safe Principles 3,4

Implementation

The Coordinator will Ensure:

- Educators provide information to families regarding the content and operation of the educational program; in relation to their child.
- A weekly menu, which accurately describes the food and beverages provided each day, is displayed in a place accessible to parents.
- The Service has an administrative space that is adequate for the purpose of consulting with parents and for conducting private conversations and meetings.
- Families are notified of changes to Service policies and National Regulations.

The Nominated Supervisor/Educators Will:

- Inform families about the processes for providing feedback and making complaints.



- Be available for families on arrival and pick up to pass on feedback and information about their child's participation in the curriculum.
- Encourage families to be involved in the curriculum, providing feedback, visiting the Service, bringing in items from the home environment and giving feedback on children's emerging interests and needs.
- Provide families with a range of communication methods which will include: emails, verbal communication, communal signage in the Service, newsletters, Daily Report, Family Involvement Wall, sign-in sheets, Notice Board and notes sent home.
- Use a communication book with families when required (for example: Behaviour guidance and inclusion support plans).

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Open Door Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre strives to ensure the best care for children and families, we believe it is important to provide them with the opportunity to visit our facilities and participate in our program at a time that is appropriate for them. We encourage families to join in on our learning activities and celebrate events and special days with us. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
168	6.1 6.1.1 6.1.2 6.1.3 6.2 6.2.3	- Enrolment & Orientation Policy - Parent Handbook - Staff Handbook - Confidentiality Policy	- Australian Children's Education & Care Quality Authority. - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - ECA Code of Ethics. - My Time Our Place - Guide to the National Quality Standard. - Revised National Quality Standard - Child Safe Principles 3,4

Implementation

We operate with an open door policy, where families are welcome to visit our Service anytime during operating hours. There are many opportunities for family involvement. We recognise that time is valuable to



all families, which is why we accommodate many forms of participation and contribution.

The Coordinator/Nominated Supervisor/Educators Will Ensure:

- Families are always welcome to spend time in the Service and share special moments with their children.
- Families are conscious of our open door policy and are welcome to join in learning activities, celebrate events and special days held at the Service.
- Families are provided with information about special days and events they may want to participate in.

Families Can:

- Visit the Service during operating hours. This may include visiting their *already enrolled* child or as an enquiry prior to enrolment.
- Participate in our program by sharing their skills with the children. This may include playing an instrument, telling a story, sharing cultural traditions, cooking experiences, workshops etc.
- Make an appointment with management to discuss their child. This may include the child's progress, concerns, setting goals, etc.
- Donate recyclable material that can be used within our teaching and learning program.
- Discuss any changes that have occurred in the child's life, such as changes in family circumstances, moving to a new house, death of a family or friend etc.
- Attend any Service events and celebrations that are organised throughout the year.
- Share ideas and thoughts about the Service.
- Remain informed about what is happening within the Service through discussions, newsletters, social media etc.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre



Governance & Leadership

Maintenance of Records

Purpose

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

National Quality Standard and Relevant Legislation

Education and care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
55 125 146 147 158 161 162 167 168 173 177 180 181 183 184	7.1 7.1.1 7.1.2 7.1.3 7.2 7.2.1 7.2.2 7.2.3 7.3	- Staff Handbook - Confidentiality - Code of Conduct - Writing, Reviewing & Maintaining Policies	- Australian Children's Education & Care Quality Authority. - Guide to the Education and Care Services ECA Code of Ethics. - Child Care and Protection Act - NSW office of the Children's Guardian - Child Safe Principles 1

Implementation

- Educators and management will ensure that all required records are recorded, properly maintained, updated and kept in the nominated secure place.
- All records are to be kept confidential and only made available to authorised persons.
- All documents relating to children and families will only be made available to the parent/guardian or approved persons enrolling the child, staff and authorised members of the management committee who require relevant information, or Commonwealth or State Government officers when requested.
- All documents relating to educators will only be made available to the individual staff member, the Co-ordinator, and an authorised member of the Management or police if required.
- All documents relating to fee payment and CCS will only be made available to the parent/ guardian or approved persons enrolling the child, staff and authorised members of the Management or Commonwealth Government officers.



- No member of staff may give information on matters relating to children, to anyone, other than to the families or guardian enrolling the child when this information has been obtained in the course of employment in the centre.

Exceptions are made:

- For normal information exchange among staff and management for the daily operation of the centre and wellbeing of the staff and children.
- When required to do so in a court of law when subpoenaed.
- When the welfare of the child is at risk the appropriate government agencies may be contacted.
- No member of staff may give information on matters relating to staff or management, to anyone except in normal information exchange among staff and management for the daily operation of the centre and wellbeing of the staff and children, or when required to do so in a court of law.

RECORDS TO BE KEPT WILL BE:

In relation to daily operations:

Full enrolment forms and additional Change of Enrolment Forms, containing information as required under section 5.3.1 of the National Standards, to be kept in alphabetical order.

Waiting list, indicating date placed on list, care required and if a sibling of a child already in care.

Daily records of attendance, including a roll taken by the staff and the sign in/out sheet recording the time of arrival and departure.

Day book/communication book, recording specific information that the staff need to be aware of, to fully cater for the children in their care.

Phone/ message book, recording any messages to ensure all staff are fully aware of relevant information.

Accident/illness record book, containing nature of accident or illness, who attended the child and what course of action was taken.

Note - Accident and illness records must be kept until the child turns 24.

Medication book, containing parent's requirements and signature, medication used, the date, time and dosage of administration, the person who administered it, and the person who witnessed the administration.

Excursion approval file, containing written permission forms from the families, and kept in the child's personal records.

Written program, indicating daily activities in the centre.

Information folder, containing updated relevant information such as infectious diseases leaflet, OOSH updates etc.



In relation to fees.

Fee receipt book, containing payment of fees, type of fee, date and amount.

Child Care Benefit records will be kept for a period of 3 years.

Receipt books will be kept for a period of 7 years.

Amount owing records, indicating fees due, and any outstanding fees, along with procedures undertaken to retrieve outstanding fees.

Accounting documents. All records relating to fees accounting and bank statements are to be kept for a period of 7 years.

In relation to staff.

Staff employment details, indicating personal details, date of employment, hours of work, position title and job description, resume and references, date for review, and any discipline or grievance procedures.

Staff wages, holiday and sick leave entitlements.

Time and wage records are to be kept for a period of 7 years.

Union and Superannuation details.

In relation to management

Management structure, including position titles and duties and current persons holding the positions.

Minutes of meetings and AGMs.

Policy booklet, including centre details, philosophy and policies.

Insurance and financial details.

Insurance documents will be kept for a period of 7 years.

Funding and other relevant agreements, such as school/hall usage etc.

All records relating to funding will be kept for a period of 7 years.

All records are to be kept neat and tidy, updated as required and appropriate information passed on to any new staff or management member.

All records, which require to be kept for an extended period of time, will be stored securely in the designated place and shall not be removed without the knowledge of the management and only to those who are legally required to obtain the information.



ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Confidentiality Policy

Purpose

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

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

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
145 – 152 168, 174 – 177 181 182 183 184	4.2 5.1 7.1 7.1.1 7.1.2 7.1.3 7.2 7.3	<ul style="list-style-type: none"> - Governance and Management Policy. - Enrolment Form. - Parent Handbook. - Staff Handbook. - Maintenance of Records - Writing, Reviewing & Maintaining Policies 	<ul style="list-style-type: none"> - My Time, Our Place. - Network <i>OSHC Code of Conduct</i>. - Network <i>Record Keeping</i> Factsheet. - Work, Health and Safety Act (2011). - Child Care Service Handbook (DEEWR). - Child Care Benefit legislation. - Australian Children's Education & Care Quality Authority. - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - ECA Code of Ethics. - Guide to the National Quality Standard. - United Nations Convention of the Rights of a child - Privacy Act 1988 - Revised National Quality Standard - Australian Childcare Alliance – Changes to the Australia's Privacy law - Office of the Australian Information Commission – Australian Privacy Principles - Child Safe Principles 1,2,4,5,7



Implementation

Collection of personal information

- Before collecting personal information, the service will inform individuals of the following:
 - ✓ The purpose for collecting the information;
 - ✓ What types of information will be disclosed to the public or other organisations;
 - ✓ When disclosure will happen;
 - ✓ Why disclosure needs to occur;
 - ✓ How information is stored;
 - ✓ The strategies used to keep information secure;
 - ✓ Who has access to the information;
 - ✓ The right of the individual to view their personal information
 - ✓ The length of time information needs to be retained; and
 - ✓ How information will be disposed of.
- All information regarding the children and their families attending the service is to be used solely for the purposes of providing childcare and meeting the administration requirements of operating the service.
- All information regarding any child/family enrolled in the service will only be accessible to authorised persons. The Approved Provider and the Nominated Supervisor will determine who is authorised to access records.

Retention and Storage of Records

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

Disclosure of Information

- Personal information regarding the children and their families is not to be discussed with anyone outside the service, except in circumstances outlined in Regulation 181.
- Families may seek access to the personal information collected about them and their child by contacting the Nominated Supervisor at the service. Children may also seek access to personal information about themselves. However access may be denied where access would impact on the



privacy of others; where access may result in a breach of the service's duty of care to the child; or where the child has provided information in confidence.

- Lists of children's or families names, emails and phone numbers are deemed confidential and are not for public viewing and will not be issued to any other person or organisation without written consent.
- No personal information regarding a staff member is to be given to anyone without his/her written permission.

Personal Conversations

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

Maintenance of Information

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

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Payment of Fees Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre sets fees in accordance with its annual budget in order to meet the income required to develop and maintain a quality service for children and families. We strive to ensure that our service is affordable and accessible to families in our community. The centre ratifies the budget annually, or as necessary, and monitors it carefully throughout the year. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
168 172 173	7.1 7.1.2 7.1.3 7.3	- Enrolment Form - Enrolment & Orientation Policy - Delivery & Collection of Children Policy - Confidentiality Policy - Governance & Management Policy - Parent Handbook - Arrival and Departure Policy - Governance Policy - Confidentiality Policy - Staffing	- National Quality Standard - Revised National Quality Standard - The Business of Child Care, Karen Kearns - Child Safe Principles 1

Implementation

The fee structure of the Service includes:

Bond Payment

- A bond of \$200 must be paid to hold a child's position at the service upon enrolment.
- The Bond payment will be refunded back to families when the child leaves the Service.

General Fees

- Fees are charged daily and vary depending on the Child Care Subsidy (which replaces the current Child Care Benefit and Child Care Rebate from 2nd July 2018). The Child Care Subsidy will be paid directly to the Service.
- Basic requirements that must be satisfied for an individual to be eligible to receive Child Care Subsidy for a child include:

1. The age of the child (must be 13 years or under and not attending secondary school)
 2. The child meeting immunisation requirements
 3. The individual, or their partners, meeting the residency requirements
- Families level of Child Care Subsidy will be determined by:
 1. Combined family income
 2. Activity level of parents
 3. Type of child care Service
 - Fees must be kept in advance of a child's attendance
 - Fees are to be paid fortnightly through a direct debit system. If families wish to pay fees on a weekly or monthly basis, it is a requirement that the family pay in advance and are not in arrears.
 - Fees are payable in advance for every day that a child is enrolled at the Service. This includes pupil free days, sick days and family holidays but excludes periods when the Service is closed
 - Fees are charged at full days only (no matter what the attendance hours are)
 - Casual days may be offered to families if available within the Service's license
 - No fee is charged while the service is closed over the Christmas/New Year period.

Payment of Fees:

- Families will be issued with a fee statement on a fortnightly basis in accordance with the fee payment and Regulatory requirements.
- Families will be given a minimum of fourteen days notice of any changes to the way in which fees are collected (Regulation 172).
- A dishonour fee will apply for direct debit transactions where there are insufficient funds to cover the fees.
- Fees can be paid via Internet Banking – using the account name as reference and include the child/ren's name. Print out online receipt and hand to Co ordinator.
Cheque – made out to (*Chester Hill Neighbourhood Centre*).
Cash

Financial Difficulties

- If a family is experiencing financial difficulties, a suitable payment plan may be arranged with authorisation of the approved provider

Failure to Pay

- If a family fails to pay the required fees on time, a reminder letter will be issued after one week and then again after two weeks, where the fees are still outstanding. A child's position will be terminated if payment has not been made after the three weeks, to which the family will receive a final letter terminating the child's position. At this time the Service will initiate its debt collection procedure, following privacy and conditional requirements.

Debt recovery

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

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

1. An initial letter stating fees are overdue will be sent 7 days after the fees due date, giving 10 working days for payment. A late fee will be added to the invoice.
2. If payment is not received, families will be invited, by telephone, to attend a meeting with the Co-ordinator and Manager within 7 days to discuss a payment plan.
3. Failure to attend the meeting and continued non-payment for a period of 5 working days will result in a second and final letter notifying the family that unless payment is made within 5 working days, or a payment plan entered into, the child will be unable to attend the service.
4. If a signed payment plan is not adhered to, a follow-up process will commence at point 2.
5. The centre will reserve the right to employ the services of a debt collector and the family will be responsible for all fees associated with recovering the debt.

Late Fees

- Our Service is not licensed or insured to have children on the premises after hours. This is a breach in the Education and Care Regulations
- The service operates from 7:00am to 6:00pm. Staff are unable to accept children in the service outside of these hours. Should children be present after the closing time, a late fee of \$ 1 per minute, per family will apply.
- The hours and days of operation of the service will be displayed prominently within the service (Regulation 173).
- Families who are continually late collecting their children, without a valid reason, may jeopardise their child's place at the service. Should this be the case, the Nominated Supervisor will meet with the family to discuss this.



Change of Fees

- Fees are subject to change at any time provided a minimum of four weeks written notice is given to all families
- The fees are set by management in order to meet the budget for each financial year. There will be ongoing monitoring of the budget and, should it be necessary to amend fees, families will be given a minimum of fourteen days notice of any fee increase (Regulation 172).

Termination of Enrolment

- Parents are to provide two weeks written notice of their intention to withdraw a child from the centre.
- If termination from the Service is required without notification, families can lose their Child Care Subsidy resulting in the payment of full fees to be charged.
- Each family is expected to make bookings in advance, for the care sessions required. Bookings will only be accepted when families have completed the service's Enrolment Form in full.

Responsibility of Management

- The Nominated Supervisor is responsible for the billing and chasing of fees.
- Should families wish to discuss fees, they will need to see the Nominated Supervisor.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Writing, Reviewing and Maintaining Policies Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre aims to ensure compliance with the National Quality Framework, our service will review our policies and procedures on an annual basis or when changes have occurred within the service. We aim to work in collaboration with our Educators and Families, gaining feedback when updating our policies and procedures to meet the needs of children being educated and cared for. This policy applies to staff and management of the Service.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
31 55-56 168 170 171	7.1 7.1.1 7.1.2 7.1.3 7.2 7.2.1 7.2.2 7.2.3	- Confidentiality - Family Communication - Open Door - Maintenance of Records	- Education and Care Services National Regulation - Revised National Quality Standard - The Business of Childcare, Karen Kearns 2004 - Child Safe Principles 1

Implementation

- All policies and procedures will be made available for families and educators
- All policies developed will be made in consultation with management, staff and family involvement and reflect the current philosophy of the centre.
- Our educators and staff will ensure that all policies and procedures are reviewed as per the document review schedule or more often if required (i.e. regulations, legislation or centre practices change). This gives both families and educators opportunities to suggest elements that may need to be improved. Each document has the assigned review period defined within the "Review" section of the document.
- All policies will be signed, sourced and dated at each review and educators and others will continuously seek out relevant information to provide the best possible environment.



- All stakeholders at the service must be informed of any changes to policies. This will occur in writing and be provided to families, educators, other staff, management, the committee and any other relevant individuals.
- All policies that are being either reviewed or developed will be displayed on the Service's noticeboard so all stakeholders are aware at all times and can be involved.
- Any persons involved in the centre are to feel welcome to make suggestions and discuss any concerns they may have regarding current policies. Families and staff will be informed of this policy on enrolment/employment and through the centre's information booklet.
- Staff and families and any other relevant persons will be encouraged to have input into the development, review or changes to any policies and where appropriate be involved in the development of these policies.
- All new policies, or changes to existing policies will be completed in the time frame of 6 operating weeks after the need is identified.

All other policies will be reviewed if/when the need arises.

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

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

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

All changes are to be recorded in the policy booklet with the date of endorsement and review.

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

The procedure to reviewing a policy:

- Attention to a policy has been raised either by routine reflection, incident, feedback or the 'continuous improvement' process.
- All major stakeholders are invited to review the policy and suggest amendments (this can be done via committee meeting, email, newsletters, display in Service)
- A time frame of **2 weeks** is given to gather all suggestions and create a draft policy



- The draft policy is made available to all major stakeholders, again via committee meeting, email, newsletters, display in Service
- A time frame of **7 days** to respond is given. If there are no strong objections to the policy draft, the draft is reposted as the Service's Policy.
- The Service encourages an organic approach to policies. While it is the Service's undertaking that all policies will be revised annually, the Service will revise and if necessary amend policies based on the needs of the Service, particularly if there is an incident, regulation change or feedback received.
- All policies will be sourced, if possible, and dated.

In accordance with the regulations;

The Service must ensure that parents of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have a significant impact on:

- The service's provision of education and care to any child enrolled at the service; or
- The family's ability to utilise the service.

The Service must ensure that parents of children enrolled at the service are notified at least **14 days** before making any change that will affect the fees charged or the way in which fees are collected.

If the Service considers that the notice period would pose a risk to the safety, health or wellbeing of any child enrolled at the service, the approved provider must ensure that parents of children enrolled at the service are notified as soon as practicable after making a change.

The Service must ensure that copies of the current policies and procedures are available for inspection on request.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre

Grievance Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre will maintain a complaints and grievance management system to ensure that all educators, families and communities members know that complaints and grievances will be taken seriously and investigated promptly and fairly. Complaints and grievances will be investigated and documented in a timely manner. Our complaints and grievance management system will be promoted in the parent handbook, staff handbook and on our website. We will identify complaints and grievances as opportunities to improve the quality of our service. This policy applies to children, families, staff, management and visitors of the Service.

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
168 173 176	6.1 6.1.2 6.2 7.1.2 7.3	- Parent Handbook - Staff Handbook - Staffing Policy - Family Communication - Confidentiality - Interactions with Children, Families & Staff	- Education and Care Services National Regulation - National Quality Standards - ACECQA - Human Rights and Equal Opportunities Commission - Revised National Quality Standards - Child Safe Principles 1,3,4

Implementation

Grievances can transpire in any workplace. Handling them appropriately is imperative for sustaining a safe, healthy, harmonious and productive work environment. The Grievance Policy ensures that all persons are presented with procedures that:

- Value the opportunity to be heard
- Promote conflict resolution
- Encourage the development of harmonious partnerships



- Ensure that conflicts and grievances are mediated fairly
- Are transparent and equitable.

Definitions

Complaint: An issue of a negligible nature that can be resolved within 24 hours, and does not require a comprehensive investigation. Complaints include a manifestation of discontentment, such as poor service, and any verbal or written complaint directly related to the Centre (including general and notifiable complaints). Complaints do not include staff, industrial or employment matters, occupational health and safety matters (except associated with the safety of children).

Complaints and Grievances Register: Records information about complaints and grievances received at the centre, along with the outcomes. This register must be kept in a secure file, accessible only to educators and Department of Early Childhood Education and Care. The register can provide valuable information to the Approved Provider and Nominated Supervisor of the service to ensure children and family's needs are being met.

Grievance: A grievance is a formal statement of complaint that cannot be addressed immediately and involves matters of a more serious nature. For example: If the service is in breach of a regulation causing injury or possible harm to a child.

Mediator: A person who attempts to make people involved in a conflict come to an agreement.

Mediation: An attempt to bring about a peaceful settlement or compromise between disputants through the objective intervention of a neutral party.

Notifiable complaint: A complaint that alleges a breach of the Regulation and Law, National Quality Standards or alleges that the health, safety or wellbeing of a child at the service may have been compromised. Any complaint of this nature must be reported by the Approved Provider or Nominated Supervisor to the Department of Early Childhood Education and Care within 24 hours of the complaint being made (Section 174(2)(b), Regulation 176(2)(b)).

If the Director is unsure whether the matter is a notifiable complaint, it is good practice to contact The Department of Early Childhood Education and Care for confirmation. Written reports must include:

- details of the event or incident
- the name of the person who initially made the complaint
- if appropriate, the name of the child concerned and the condition of the child, including a medical or incident report (where relevant)
- contact details of a nominated member of the Grievances Subcommittee
- any other relevant information

Written notification of complaints must be submitted using the appropriate forms, which can be found on the ACECQA website: www.acecqa.gov.au and logged using NQA ITS (National Quality Agenda IT System).

Serious incident: An incident resulting in the death of a child, or an injury, trauma or illness for which the attention of a registered medical practitioner, emergency services or hospital is sought or should have been sought. This also includes an incident in which a child appears to be missing, cannot be accounted for, is



removed from the centre in contravention of the Regulations or is mistakenly locked in/out of the centre premises (Regulation 12).

A serious incident should be documented in an Incident, Injury, Trauma and Illness Record (sample form available on the ACECQA website) as soon as possible and within 24 hours of the incident. The Regulatory Authority must be notified within 24 hours of a serious incident occurring at the centre (Regulation 176(2)(a)). Records are required to be retained for the periods specified in Regulation 183

Privacy and Confidentiality

- Management and Educators will adhere to our Privacy and Confidentiality Policy when dealing with grievances. However, if a grievance involves a staff member or child protection issues, a government agency may need to be informed.

Conflict of Interest

It is important for the complainant to feel confident in

- Being heard fairly
- An unbiased decision making process

Should a conflict of interest arise during a grievance or complaint that involves the Approved Provider, the Nominated Supervisor or other Management will be nominated as an alternative mediator.

Our Service may also engage the resources of an Independent Conflict Resolution Service to assist with the mediation of a dispute. We will ensure that throughout the conflict resolution process the Services Code of Conduct must be adhered to.

The Coordinator/Nominated Supervisor Will:

- Treat all grievances seriously and as a priority
- Ensure grievances remain confidential
- Ensure grievances reflect procedural fairness and natural justice
- Discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint
- Investigate and document the grievance fairly and impartially
- This will consist of:
 - Reviewing the circumstances and facts of the complaint (or breach) and inviting all affected parties to provide information where appropriate and pertinent.
 - Discussing the nature of the complaint (or breach) and giving an educator, staff member, volunteer or visitor an opportunity to respond.
 - Permitting them to have a support person present during the consultation (for example: Union Representative, however this does not include a lawyer acting in a professional capacity).
 - Providing the employee with a clear written statement outlining the outcome of the investigation.



- Advise the complainant and all affected parties of the outcome within 7 working days of receiving the verbal or written complaint.
 - Management will provide a written response outlining the outcome and provide a copy to all parties involved.
 - If a written agreement about the resolution of the complaint is prepared, all parties will ensure the outcomes accurately reflects the resolution and sign in agreement.
- Should management decide not to proceed with the investigation after initial enquiries, a written notification outlining the reasoning will be provided to the complainant.
- Keep appropriate records of the investigation and outcome, and store those records in accordance with our Privacy and Confidentiality Policy and Record Keeping and Retention Policy.
- Monitor ongoing behaviour and provide support as required.
- Ensure the parties are protected from victimisation and bullying.
- Request feedback on the grievance process using a feedback form.
- Track complaints to identify recurring issues within the Service.
- Notify the Department of Education and Communities within 24 hours if a complainant alleges the safety, health or wellbeing of a child is being compromised.

Educators/Staff/Volunteers Will:

- Raise the grievance or complaint directly with the person they have grievance with in a professional manner and at an appropriate time. Both parties should try to resolve the issue and develop solutions to ensure the problem does not happen again. Discussions should be based on the principles of privacy, confidentiality, respect and open-mindedness, will not involve other educators, staff, volunteers or visitors (e.g. parents) and will take place away from children.
- Raise the grievance or complaint with the Approved Provider/Management or Nominated Supervisor. If they are unable to resolve the concern, or feel uncomfortable raising the matter directly with the person concerned. The Approved Provider or Nominated Supervisor (or other manager) may ask for the issue to be put in writing.
- Provide all relevant information, outlining the issue, identifying any other person involved in the problem and any suggested solution.
- Communicate openly about the issue with the relevant parties.
- Raise any grievance involving suspected or actual unlawful activity (including bullying) with the Approved Provider or Nominated Supervisor immediately and privately.



Educators, staff, volunteers and visitors will not:

- Become involved in complaints or grievances that do not concern them.
- Raise complaints with an external complaints body, such as a court or Tribunal, without exhausting our grievance procedures.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre



Governance and Management Policy

Purpose

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

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

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

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Service policies/documentation	Other
103 168 171 172 173 177 181 182- 185	7.1 7.1.2 7.1.3 7.2 7.2.1 7.2.2 7.2.3 7.3	<ul style="list-style-type: none"> - Constitution - Service Philosophy - Quality Improvement Plan - Family Handbook - Staff Handbook - Fee Policy - Confidentiality Policy 	<ul style="list-style-type: none"> - Food Safety Standards. - Network <i>Record Keeping</i> Factsheet - Child Care Service Handbook (DEEWR) - Work, Health and Safety Act (2011) - Australian Children's Education and Care Quality Authority (2104) - Child Safe Principles 1

Implementation

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

- ✓ Compliance monitoring – ensuring compliance with the objects, purposes and values of the service, and with its constitution
- ✓ Organisational governance – setting or approving policies, plans and budgets to achieve those objectives, and monitoring performance against them
- ✓ Strategic planning – reviewing and approving strategic direction and initiatives
- ✓ Regulatory monitoring – ensuring that the service complies with all relevant laws, regulations and regulatory requirements
- ✓ Financial monitoring – establishing and maintaining systems of financial control, internal control, and performance reporting; reviewing the service's budget; monitoring management and financial performance to ensure the solvency, financial strength and good performance of the service
- ✓ Financial reporting – considering and approving annual financial statements and required reports to government;
- ✓ Organisational structure – setting and maintaining a framework of delegation and internal control
- ✓ Staff selection and monitoring – selecting, evaluating the performance of, rewarding and, if necessary, dismissing the staff. Delegate the functions of sub-committees, the Nominated Supervisor, and other staff.
- ✓ Risk management – reviewing and monitoring the effectiveness of risk management and compliance in the service; agreeing or ratifying all policies and decisions on matters which might create significant risk to the service, financial or otherwise
- ✓ Dispute management – dealing with and managing conflicts that may arise within the organisation, including conflicts arising between committee members, staff, members, or volunteers
- The **Co-ordinator** is responsible for the day-to-day management of the service and to address key management and operational issues under the direction of, and the policies laid down by the Approved Provider, including:
 - ✓ Developing and implementing organisational strategies and making recommendations to the Approved Provider on significant strategic initiatives;
 - ✓ Making recommendations for the appointment of staff, determining terms of appointment, evaluating performance, and developing and maintaining succession plans for staff;
 - ✓ Having input into the annual budget and managing day-to-day operations within the budget;
 - ✓ Maintaining an effective risk management framework;



Keeping the Approved Provider and Regulators informed about any developments that may impact on the organisation's performance.

Procedure:

Philosophy and policies

- The development and review of the Philosophy and policies will be an ongoing process.
- The philosophy and associated statement of purpose will underpin all other documentation and the practices of the service and will reflect the principles of the approved national framework for school age care "My Time, Our Place". There will be a collaborative and consultative process to support the development of the philosophy that will include children, families and Educators. The statement of Philosophy will be included in the Quality Improvement Plan for the service. The statement of purpose will define how the statement of philosophy will be implemented in the service.
- Policies and procedures will provide clear documentation that will define agreed and consistent ways of doing things to achieve the stated outcomes.
- The Management Committee as Approved Provider will ratify the Philosophy and the policies. The Approved Provider can only alter policies and the changes minuted as a record.
- All documents will be dated and include nominated review dates.
- There will be a comprehensive index for the service policies as it is likely that some policies may address several aspects of operational practice.
- The service philosophy and policies will be available for all stakeholders and there will be reference to this in parent and staff handbooks and general service information.

Financial management

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

Facilities and environment

- The Management Committee will ensure regulations 103–115 relating to the physical environment



required for an OSHC service are maintained at all times.

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

Equipment and maintenance

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

Review and evaluation of the service

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

Confidentiality

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

Maintenance of records

- Regulation 177 outlines requirements and includes references to records that services must keep. Regulations 183–184 detail storage of records.
- The service has a duty to keep adequate records about staff, families and children in order to operate responsibly and legally. The service will protect the interests of the children and their families and the staff, using procedures to ensure appropriate privacy and confidentiality.
- The Approved Provider assists in determining the process, storage place and time line for storage of records.
- The service's orientation and induction processes will include the provision of relevant information to



educators, children and families.

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

Work, Health and Safety

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

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre



Removal of a Child by Community Services

Purpose

The purpose of this procedure is to provide guidance for children's services when responding to a Community Services request for removing a child or young person at immediate risk of significant harm, with or without a search warrant or Children's Court order.

Implementation

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

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

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

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

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

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

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

- the person's name and authority to conduct the removal
- the reasons why the child or young person is being removed



- that the law authorises the person to conduct the removal
- what is likely to happen to the child or young person after they have been removed

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

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

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

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

Procedure

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

1. FACS will contact the service to seek approval from the Coordinator/Authorised Supervisor or the most senior staff member on shift to collect the child, and advise about the need to remove or assume the child from the service, including the names of the representatives and the proposed arrival time (FACS may be assisted by Police).
2. In preparation for the attendance of FACS, centre staff should sit with the child in a comfortable area, e.g. foyer, office or staff room (this will reduce distress to other children). Ensure that the other children at the centre will still be adequately supervised.
3. Do not contact the child's parent/s to advise them about the impending removal of the child.
4. Contact any supervisor or employer immediately to advise that your service will have a child removed from care by Community Services representatives and the approximate time.
5. If there has not been a prior call from the FACS or the representatives do not advise their names upon arrival the Coordinator/Authorised Supervisor should :
 - confirm the identification of the representatives (formal ID)
 - record the names and contact details of the representatives and the names of any Police in attendance
 - request that they sign the visitor in/out book
6. If there is any doubt about the identity of the Community Services representatives the Coordinator/Authorised Supervisor should contact the relevant Community Services Centre for verification or, if the removal is taking place outside office hours, contact the Child Protection Helpline on 133627 (the mandatory reporting number).
7. Where there is a Children's Court Order or a search warrant, Community Services representatives will serve an Order on the person at the service who appears to have the care and protection of the



child and provide them with an information booklet about the removal (a child or young person may be removed with or without a search warrant or Children's Court order depending on the circumstances).

8. Ensure a representative signs the child out and that families have been informed. An official must remain at the service until it is confirmed that the parent has been informed of the child's removal from the centre.

Staff Safety

If the parent or carer contacts and/or arrives at the service for information they should be directed to contact the FACS Centre, or to call the Child Protection Helpline on 132 111. Where possible a Community Services caseworker should remain at the centre to inform the parent.

Complaints

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

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre



Social Media Policy

Purpose

Chester Hill Neighbourhood Centre Outside School Hours Centre is committed to ensuring that technology is integrated into children's play, leisure experiences, projects and practices. We support the appropriate use of technologies by children and educators and recognise that the children in our care will experience and engage with many forms of electronic media both in and out of the service. Our aim is to encourage all children to use and access information and communication technologies to express ideas, access images and information, and explore diverse perspectives, engaging these tools for designing, drawing, editing, and composing (My Time, Our Place Outcome 5). We believe that any use of social media must not place at risk the safety, health or wellbeing of children, educators, families or visitors at the service (My Time, Our Place Outcome 1).

Definition

Social Media: Interactive platforms and applications through which individuals and communities create and share user-generated content using accessible publishing technologies. Social media is distinct from industrial media, such as newspapers, television, and film.

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

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

National Quality Standard and Relevant Legislation

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
73 168 181-184	1. 1 2.3 4.2 5.1 6.2 7.1.1 7.1.2 7.1.3 7.2 7.3.	- Providing a Child Safe Environment policy - Staffing policy - Confidentiality policy - Photograph	- My Time, Our Place. - Australian Children's Education & Care Quality Authority - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - Guide to the National Quality Standard - Human Services - www.humanservices.gov.au - The NSW Work Health and Safety Act 2011 - www.workcover.nsw.gov.au/newlegislation2012 / Pages/default.aspx - Revised National Quality Standard - Child Safe Principles 1,2,3,4,5,6,7

Implementation

Unacceptable use of social media

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

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

Educators will Ensure:

- Consider the content and message of movies, television programs, electronic games and other devices and discuss these with children when deciding what is acceptable for them to engage with.
- Not access a social networking site during working hours at the service via mobile phone or any other device.



- Not use a personal camera or mobile phone to take photographs or video at the service or during excursions.
- Not post information about the service, staff, management, families, visitors, or any matters relating to the service on a social networking site.
- Not post photographs or video taken at the service or on an excursion on a social networking site.
- Senior staff responsible for updating the service's website must not post names or recognisable photographs of staff, children, visitors or family members on the website without written permission. Staff will also not post details on any social media regarding excursions or upcoming social outings in advance of the event.
- Ensure that pirated DVDs or electronic games must not be used, as this is an illegal activity.
- Ensure that only G and PG ratings are used in the service or on excursions.
- Not be responsible for children's lost games or other equipment.
- When uploading content on Facebook page, educators will ensure the child's identity is protected by either blurring their faces or cropping the photo.

Families and Visitors:

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

The Coordinator/Nominated Supervisor/Educators Will Ensure that Children:

- May not access a social networking site.
- May only use electronic media at the times specified by staff. DS games etc. must be G or PG rated only.
- Must leave mobile phones either in school bags or in the office at all times unless specific permission to use the mobile phone has been granted by the educators.
- Children must take responsibility for any electronic devices they bring from home.
- Must not use social media to harass or bully others.
- Ensure online environment promotes safety and wellbeing of children attending the centre.
- Ensure Facebook is used according to National Quality Standards and Child Safe Principles



Compliance

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

PERSONAL FACEBOOK ACCOUNT:

Staff members are to use their own personal discretion when adding a family of the Service as a 'friend' on Facebook. The Service does not recommend staff to add families of the Service as they will be seen still as a representative of the Service and held to the Service's Code of Conduct on all posts to their private wall. It is extremely important not to post information about the Service, children or families on personal social media accounts.

Families are asked to respect that staff may have a personal policy on adding families due to their professional philosophy and that the Service does not recommend staff to have families as friends on their private account.

Educators will adhere to relevant policies, including the code of conduct of the Service.

ENDORSEMENT BY THE SERVICE:

Approval date: _____

Endorsed _____

Chester Hill Neighbourhood Centre