

FLASCA

POLICY AND PROCEDURE

MANUAL

2025

FLASCA.

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SERVICE PHILOSOPHY

This Philosophy statement provides the foundation for all activities, policies, and procedures of Flasca.

Our aim at Flasca is to provide the highest quality Before School Care, After School Care, Pupil Free Days and Vacation Care programs for children, parents/guardians, and the local community. Our Services are designed with working families in mind, ensuring that parents/guardians can achieve in their work environment without concerns about the safety and care of their children. Junior Adventures Group will provide Outside School Hours Care (OSHC) Services, which meets the diverse needs of parents/guardians and children in the local community.

Our services believe that each child has the right to be an active member of the community in which they live, to express their opinions and have their views considered in any decision that may affect them. We believe that the best interests of the children and their right to play as well as learn and develop in a safe and nurturing environment is the primary consideration in all decision making at the service and is visible in the actions, interactions, and daily work with the children. We believe that children are active learners from birth and through rich, engaging environments and meaningful interactions, we can build a foundation for successful lifelong learning.

We acknowledge that parents/guardians and families are the child's primary nurturers, and that respectful, collaborative relationships strengthen the capacity and efforts of families and School Age Care services to support their children and promote each child's health and wellbeing. We believe that the intrinsic worth of all children and their families, their strengths and their right to equitable access and participation in the community is clearly visible in all aspects of service delivery.

We believe that the children have the right to have their individual and cultural identity recognised and respected and we value Australia's Aboriginal and Torres Strait Islander cultures as a core part of the nation's history, present and future.

We provide:

- A safe, caring and stimulating environment.
- A wide variety of experiences and activities that are developmentally appropriate for the early and middle childhood phase.
- Activities that cater to the social, intellectual, physical, recreational, and emotional needs of the children.
- Quality care which is accessible by all children and their families.
- A program that ensures the needs of the children (and their parents/guardians) are acknowledged and respected.
- Friendly, warm, sensitive, cooperative, and trained staff.
- A caring environment that promotes positive attitudes, personal growth, high self-esteem, and respect for others

QUALITY AREA 1

EDUCATIONAL PROGRAM

AND PRACTICE

1 Quality Area 1: Educational Program and Practice

1.1 Educational Program Planning Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- "My Time, Our Place" Framework for School Age Care
- NQS Area: 1.1,1.2;2.1,2.2;3.1,3.2,3.3;4.1;5.1,5.2;6.1,6.2,7.1,7.2.
- Policies: Including Children with Special/Additional Needs, Educators Practice, Physical Activity, Creative and Expressive Arts, Role and Expectations of Educators, Educational Leader.

Procedure

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

The Educational Leader is responsible to have a written program plan prepared for each aspect of the Service. This program plan will be on display for key stakeholders including children, families and colleagues.

The Educational Leader shall support and guide staff in the planning, evaluation, development and implementation of programs and experiences for the children consistent with this Policy and, in particular, which.

- Demonstrates that the five learning outcomes provide a focus for the activities and experiences planned for individuals and groups of children.
- Takes a holistic view of children's learning, focusing on their physical, personal, social, emotional and spiritual wellbeing.
- Are built around routines i.e., arrival, hand washing, eating, play etc.
- Includes a variety of activities and experiences that promote effective hygiene practices, good nutrition and healthy lifestyles.
- Includes activities, which would normally be a part of the life of children during hours outside of school (this is particularly relevant during Vacation Care (Vacation Care) where excursions become an important part of the program - see 3.4 Excursions Policy).
- Demonstrates flexibility in program delivery by incorporating children's ideas, culture and interests to ensure the experiences are relevant and engaging.

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- Promotes the children's sense of belonging, connectedness and wellbeing by taking an interest in the individual needs, interests, culture, views and abilities of the children
- Provide a variety of indoor and outdoor experiences, open ended resources, natural elements and materials suited to the age and developmental ranges and diversity of all children attending the Service.
- Provide appropriate opportunities for children as individuals and small groups to follow and extend their interests.
- Provides appropriate opportunities for children to participate in physical play, accepting and acknowledging each child's level of participation according to their abilities and interest.
- Provides appropriate opportunities for children to express themselves through creative and imaginative play, including elements of music, dance, drama etc.
- Provides opportunities for children to develop a range of life skills, such as establishing and maintaining meaningful relationships, working collaboratively with others and self-regulating their own behaviour.
- Takes account of necessary modifications and enhancements identified through the Program and Documentation Evaluation Policy as well as spontaneous child-initiated opportunities when required.
- Provides appropriate opportunities for children to broaden their understanding of the world in which they live by reflecting the broad multicultural and multilingual nature of the local community and demonstrating a positive approach towards diversity and Australia's Aboriginal and Torres Strait Islander heritage.
- Encourages and provides appropriate opportunities for families to participate, in shared decision making and give feedback about the program and their child's learning; and
- Applies the principle of equal opportunity to the Service's program. Children, regardless of gender, cultural, racial, religious or other background will be encouraged to participate in a wide range of activities.

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

- Meet the needs and interests of all children, including their need for rest or sleep.
- Facilitate the inclusion of children with additional needs.
- Respond to the developing abilities of all children.
- Ensure that all children in a multi-age group have positive experiences.

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

Where possible, the program allows and encourages children to complete long term projects.

Definitions

Program: In the school age care setting 'all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's wellbeing, development and learning'.

References

Australian Government (2010) Mt Time, Our Place – Framework for School Age Care in Australia

Australian Government (2011) My Time, Our Place – Educator Guide

1.2 Program and Documentation Evaluation Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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

Procedure

- Educators will regularly seek feedback and information from families in relation to their child/ren and their participation in the programs delivered by the Service. This information may be gained through face-to-face conversations, surveys and newsletters.
- Through regular team meetings, the Director, educators and other staff will draw on the diverse experience, knowledge and views of each other when reviewing the experiences planned for children to ensure that all children have opportunity to achieve the learning outcomes.
- Educators will be required to critically reflect on and evaluate activities, both planned and spontaneous, by using various methods including (but not limited to) observations, activity evaluations and learning stories, to ensure experiences provided meet the identified learning outcomes for the children involved. Critical reflection involves closely examining all aspects of events and experiences from different perspectives.
- Children's learning experiences and activities are documented in a variety of ways to assist with ongoing reflection, evaluation and assessment of their strengths, interests, behaviours and relationships. Documented experiences will be collated and displayed for families and children.
- Children's comments, suggestions and feedback are obtained in a number of ways including the children's suggestion book, and these are reviewed at regular team meetings for activities and experiences that could be implemented in the program.
- Families are invited at parent information sessions and through the Family Information Package to contact the Director/Educational Leader at any time with any comments, complaints or suggestions relating to the programs provided by FLASCA
- The Director/Educational Leader will, on a regular basis at team meetings:

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- Seek verbal comments from educators in respect to the effectiveness of the program and practice as it aligns with the Principles, Practice and Outcomes of My Time Our Place and the Service statement of philosophy, to achieve the program goals; and
- Discuss with educators the ways in which the program could be modified or enhanced as a result of any feedback or experience encountered in the delivery of the program. Written minutes will be taken at these meetings.
- The Educational Leader will, on a weekly basis and taking into account the written evaluations of educators, reflect on and evaluate the Service planned and spontaneous activities to ensure the identified goals and learning outcomes were achieved. These evaluations will assist with further programming of activities in collaboration with all educators and children.
- The Educational Leader and educators will, through an ongoing process of self-evaluation, monitor, evaluate and review the program delivery in line with the National Quality Standards and to ensure they fulfil these policies and procedures and any other obligations of the Service.
- Taking into account all feedback received through these procedures, the Director/Educational Leader will report to the Approved Provider monthly on the evaluation of the effectiveness of the Service programs and the ways in which they have been modified or enhanced as a result.
- In seeking feedback from parents or educators the Educational Leader will treat all complaints relating to the program respectfully in accordance with the Complaints Handling Policy and, where necessary, will take appropriate steps to seek to address complaints quickly and effectively.

1.3 Educators Practice Policy

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

Relevant Laws and other Provisions

The laws and provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- ‘My Time, Our Place’ Framework for School Age Care
- NQS Area: 1; 2; 3; 4; 5; 6.1.1, 6.1.2; 6.2.1; 6.3.1, 6.3.2, 6.3.4; 7.1.2, 7.1.4; 7.2.1, 7.2.2; 7.3.2, 7.3.4, 7.3.5.
- Policies: Inclusion and Anti-Bias Policy, Educational Program Planning, Educational Leader, Employee Orientation and Induction

Procedure

The Service will strive to ensure that educators’ practices:

- Foster children’s self-esteem and confidence by allowing them to investigate, imagine and explore ideas as well as experiencing pride and confidence in their achievements.
- Empower children to make choices, guide their own play and extend their interests with enthusiasm, energy and commitment, through supporting them to understand, self-regulate and manage their own emotions in a way that reflects the feeling and needs of others.
- Promote children’s sense of belonging, connectedness and wellbeing through consistently positive and genuinely warm and nurturing interactions.
- Support children’s communication through engaging them in a range of methods from sustained conversations about their ideas and experiences to providing opportunities for music, books etc.
- Respect the diversity of families within the community and allow opportunities for children to broaden their understanding of the world in which they live through the investigation of histories, cultures, languages and traditions.
- Demonstrate flexibility in program delivery, incorporating children’s ideas, culture and interest to ensure experiences are relevant and engaging as well as being creative in the use of equipment and materials to stimulate children’s interest and curiosity.
- Support children to explore different identities and points of view through play and everyday experiences, acknowledge each child’s uniqueness and are aware of, and responsive to, children who may require additional assistance to participate.
- Allow and assist children to document their learning experiences using various methods such as photographs, journals, learning stories and art and craft displays.

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- Reflect on planning and implementation of activities in relation to the 'My Time, Our Place' Framework for School Age Care and their knowledge of the children's current learning and development through regular completion of activity observations and/or learning stories.
- Support all aspects of children's health, ensuring that their individual health and wellbeing requirements are met and supporting them to learn about healthy food, drink and lifestyle choices.
- Demonstrate a commitment to children's health and safety through role modelling hygiene and sun safe practices, complying with Service policies and procedures relating to the environment and/or equipment and supporting children to negotiate play spaces to ensure the safety and wellbeing of themselves and others;
- Support a balance of indoor, outdoor, planned and spontaneous physical activities and passive experiences for children by encouraging participation in new and/or unfamiliar activities and accepting the children's level of involvement according to their skill and ability.
- Demonstrate a commitment to ensuring children are protected through compliance with Service policies and procedures relating to the safety and/or collection of children in the care of the Service.
- Demonstrate a commitment to regularly review and update knowledge and/or skills and practices in line with current professional standards and/or guidelines through the development and implementation of a professional development plan, in conjunction with the Service co-ordinator and in line with identified Service needs.
- Support other educators to achieve the goals as outlined in the Service philosophy and goals by sharing expertise, modelling best practice, providing feedback and leading discussions at regular team meetings.
- Support families through creating an inclusive and welcoming environment where sharing of information about their child is encouraged, concerns are responded to in a prompt and courteous manner, suggestions and/or ideas for improvement are acknowledged and additional support agencies are accessed if required.
- Support and encourage families and children's involvement in their local and wider community, through participation in appropriate projects and/or events and engaging children in sustainable practices within the Service.

1.4 Homework Policy

FLASCA endeavours to provide adequate time, quiet space and supervision by staff to enable children to do their homework if they wish.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include NQS Areas: 1.1.1, 1.1.3, 1.1.5, 1.1.6; 2.3.1; 3.1.1, 3.1.3; 4.1.1; 5.1.2, 5.1.3, 5.2.1, 5.2.3; 6.2.1; 6.3.2; 7.3.5

Procedure

- FLASCA endeavours to provide a quiet environment for children to do homework.
- Parents will complete a Homework Club Form should they and their child/ren wish to have homework completed at OOSH.
- Homework Club operates from 4.30pm to 5.30pm Monday through Thursday
- The Director will create and keep a homework list with the names of children who are to do homework each day.
- Educators will encourage those children who have completed a form to join homework club during the afternoon.
- Educators will supervisor the children during homework club however they are not able to provide individual tutoring or assistance.
- Educators will not take responsibility from parents/guardians to check and finalise or sign-off on homework.

1.5 Excursions Policy

FLASCA includes excursions as a valuable part of its overall program. Excursions will provide enjoyment, stimulation, challenge, new experiences and a meeting point between the Service and the wider community. Risk assessments will be conducted with all safety precautions identified and maintained and will be discussed with educators and be available to families prior to the excursion taking place. Parent/ career permission will be obtained prior to any child is taken on an excursion.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 'My Time, Our Place' Framework for School Age Care
- Family and Child Commission Act 2014
- Work Health and Safety Act 2011 and Regulations 2011
- Duty of Care
- NQS Area: 1.1; 1.2; 2.1.1, 2.1.2; 2.3.1, 2.3.2; 2.3.3; 4.1; 6.1.2; 7.1.1, 7.1.2, 7.2.1, 7.3.1, 7.3.2, 7.3.5
- Policies: Educator Ratios, Educational Program Planning, Transport for Excursions, Escorting Children, Risk Management and Compliance

Procedure

Prior to excursion:

- A risk assessment must be conducted
- Children's age, interests and abilities will be taken into consideration when planning excursions. Alternative arrangements should be planned in case of changed weather conditions.
- When planning excursions, venue and transport costs will be considered to ensure that excursions are financially accessible to all families.
- A risk management assessment will be completed for each excursion. As per the National Regulations, the risk assessment must consider.
 - The proposed route and destination for the excursion; and
 - Any water hazards and/or risks associated with water – based activities; and
 - The transport to and from the proposed destination for the excursion; and
 - The number of adults and children involved in the excursion; and
 - Given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required (e.g., lifesaving skills); and
 - The proposed activities and duration of the excursion and.
 - A list of items that should be taken on the excursion (e.g., mobile phone, emergency contacts).
- The Approved Provider approves all excursions prior to them taking place.
- Parent permission forms will be required by FLASCA to be signed and returned by a parent/guardian prior to every excursion. The form will detail at a minimum:

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- excursion date
- destination
- method of transport and approximate travel time
- number of accompanying educators and/or volunteers
- departure and return times, and
- An expected itinerary of the activities to be undertaken.
- There will be no changes to the notified itinerary except in an emergency and in particular to ensure the wellbeing and safety of the children. All stakeholders will be notified of any changes prior to them taking place.
- Adequate steps need to be taken when selecting transport.
- The Bookings and Cancellations Policy will apply to all excursions.
- All educators attending the excursion must read and sign off on the relevant and specific excursion risk assessment/s prior to attending on the day.
- The Director will ensure the excursion checklist is completed prior to departing for the excursion.

During the Excursion:

- The following items will be brought on all excursions and be readily accessible to educators at all times:
 - First aid kit.
 - Attendance record/roll
 - Emergency contact numbers/enrolment forms
 - Telephone or access to one.
- The Service's equipment (e.g., camera) will be taken on the excursion for educators to record and document children's experiences.
- Head counts will be made at regular intervals and when moving from one area to another.
- Educators will supervise children at all times, ensuring educator/child ratios are maintained at all times. This includes in toilets and change rooms.
- Educators will satisfy themselves that the environment is safe for use before allowing the children access to it.
- Children will not be left in the sole care and custody of bus drivers or any other persons during excursions: educator ratios for the Service will continue to apply during excursions.
- In the event of injury occurring procedures as set out in the Illness and Injury Policy will be followed.

After the Excursion:

- Educators will complete an excursion evaluation form and give to the Director and Educational Leader for review.
- At the next team meeting, the excursion will be reviewed and evaluated to ensure learning outcomes were met.

1.6 Transport for Excursions Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and regulations 2011 Duty of Care
- NQS Area: 1.1.5, 2.3.1, 2.3.2, 2.3.3, 4.1; 7.3.5
- Policies: Educator Ratios, Excursions, Vehicle Restraint, Risk Management and Compliance.

Procedure

Selecting Transport

- All vehicles used must be registered and drivers licensed to carry the required number of passengers for the purpose. FLASCA will use reputable transport companies and request evidence if required.
- Educators generally are not permitted to transport children, but if permitted in any circumstances, the requirements of paragraphs above apply in relation to that educator and the transport used.
- In selecting transport, FLASCA will ensure that a communication system is available for use in the event of emergency.
- The Service will in all cases check prior to the excursion what alternative arrangements are available in the event of breakdown.
- FLASCA will, wherever practicable and affordable, use buses fitted with seat belts or where this is not possible, ensure that suitable safety precautions are taken.
- "A" Class vehicle will not be used to transport children except in an emergency situation.
- Children will not be left in the sole care and custody of bus drivers or others. Educator ratios for the Service will continue to apply during transportation.

Vehicle Breakdown/Accident

- In the event of injury occurring in the course of being transported, Illness and Injury Policy applies.
- While waiting for replacement transport/repairs, children will be kept safe, comfortable and occupied with suitable activities.
- In the event of a late return to the Service, every effort will be made to notify parents to inform them of the situation. The Director will endeavour to contact parents individually and to arrange for a notice to be displayed at the Service.

1.7 Extra-Curricular Activities

The Service recognises that extracurricular activities provide opportunities for children to engage in enriching extension programs, which support their growth and development. Where possible, the Service will work with local and wider community groups to support the provision of such activities within the legislative framework for OOSH. The Service understands from time-to-time extracurricular activities may be provided within or close to the school grounds and that some families may wish to access these for their children who are attending OOSH. It is therefore essential to implement practices, which support the needs of children and families without compromising the capacity to provide quality care for all children attending the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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

Procedure

- The family shall be responsible for informing the OOSH Service of any extracurricular activities that the child/ren may be enrolled in whilst enrolled and registered to attend the Service. This will be done by completing the appropriate permission form available at the Service.
- The Director shall discuss with the family the impact that this may have on the Service. Such discussion shall include whether the child will be signed out of care by an OOSH staff member or the activity provider and who shall be responsible for collecting the child from the Service.
- Suitable negotiations and arrangements shall be made to decide whether or not the Service will be able to provide additional assistance to the family in having their request met if they are asking for their child/ren to be dropped off or collected from the activity. For certain activities, parents may provide permission for their child/ren to walk themselves.
- In making an appropriate decision, the Director shall be required to consider:
 - The accessibility and available of staff to fulfil such functions.
 - Legislative implications for the Service such as maintaining excursion ratios for movement outside of licensed space.
 - Any financial implications or impacts on the Service.
 - Any negative impacts on other children attending the Service who are not directly involved in the extracurricular activity.
 - Manageability.
- The Director shall maintain the right to make an appropriate decision regarding possible arrangements.

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- The family shall maintain the right to appeal the decision of the Director through the Service's grievance procedure. This should be directed to the Approved Provider using the Service grievance and complaints procedure.

1.8 Sustainability Policy

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

Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Environmental Protection Act 1994 and Environmental Protection Regulation 2008
- NQS Area:1.1; 3.3
- Policies: Educational Program Planning, Employee Orientation and Induction, Communication with Families, Communication with Community, Parent and Community Participation.

Procedure

The Director and educators will be encouraged to follow sound environmental practices and understand their role in positive modelling for the children.

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

- Recycling food scraps.
- Using recycled items in craft activities.
- Recycling scrap paper for re-use.
- Utilising the Service's recycling bin for recyclable items not required for craft activities.
- Establishing a garden and using the produce in the Service menu.
- Collecting rainwater and using it to water the garden.
- Establishing composting or worm farms for scraps.
- Creating play spaces for children to interact with the natural environment; and
- Undertaking regular reviews of sustainable practices within the Service.

Educators will encourage children to be aware of energy efficiency, particularly in relation to the use of lighting, heating and air conditioners. Educators will encourage children to be aware of water efficiency, particularly in relation to the use of water for hand washing and in cooking activities.

Information relating to sustainable practices will be accessed and readily available for educators, children and families at the Service.

1.9 Water Safety Policy

The Service acknowledges that water activities are a significant part of our culture; therefore, we aim to provide children with experiences that are safe and fun. The Service recognises that the safety and supervision of children in and around water is of the highest priority therefore children will be closely supervised at all times during water play experiences. The scope of this policy includes swimming activities, water play, excursions near water, hot water and drinking water within the Service environment.

Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011
- Family and Child Commission Act 2014
- Duty of care
- NQS Area: 2.3; 4.1
- Policies: Educator to Child Ratios, Inclusion and Anti-Bias Policy, Educational Program Planning, Excursions, Sun Safety, Communication with Families, Risk Management and Compliance.

Procedure

The Nominated Supervisor/ Director will:

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

Educators will:

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

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

Swimming Activities:

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

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

1.10 Valuing Diversity, Culture and Reconciliation Policy

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

Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011
- Family and Child Commission Act 2014
- Anti-Discrimination Act 1991
- NQS Area: 1.1.5.1,5.2;6.1,6.2,6.3;7.3
- Policies: Inclusion and Anti Bias, Including Children with Special/Additional Needs, Educational Program Planning, Educators Practice, Menu Development, Educator Professional Development & Learning, Enrolment, Communication with Families, Communication with Community, Parent and Community Participation

Procedure

All Stakeholders shall be committed to providing a Service which embraces children and their families holistically. They will be active, focused and reflective in embracing these principles and demonstrate sensitivity and respect for cultural differences. Director, Educational Leader and educators support children's cultural experiences through:

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

The Director, Educational Leader and educators will actively seek opportunities to develop their own knowledge and skill demonstrating their commitment to cultural competence. Management and Educators will collaborate with families and explore opportunities to embed culture within the program's experiences and activities.

Management and Educators will demonstrate value and respect for Australia's Aboriginal and Torres Strait Islander cultures

1.11 Cooking with Children Policy

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

Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 - NQS Area: 1.1.2, 1.1.3, 1.1.5; 1.2.2; 2.1.1, 2.1.3; 2.2.1; 2.3.1, 2.3.2; 3.1.1, 3.1.3; 3.2.2; 4.1.1, 4.2.1; 5.1; 5.2.1; 6.1.2; 6.2.1; 7.3.5.
- Policies: Educator to Child Ratios, Inclusion and Anti-bias, Including Children with Special/Additional Needs, Educational Program Planning, Hygiene, Food Handling and Storage, Food and Nutrition, Cleaning and Sanitising, Menu Development, Space and Facilities, Provision of Resources and Equipment, Communication with Families, Parent and Community Participation.

Procedure

Cooking experiences will be regularly provided as part of the Service program to enhance children's life skills and provide an opportunity to promote healthy eating. When planning cooking experiences for the program, educators will ensure healthy food options are considered as first preference with occasional foods being kept to a minimum. Cooking experiences shall have a completed risk assessment conducted prior to implementing the experience. Such an assessment should consider as a minimum:

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

1.12 Children's Media Viewing

FLASCA recognises and acknowledges that technology and media viewing form part of a varied and balanced program, relevant to the needs and interests of children attending OOSH. This policy aims to establish guidelines for children's media viewing while at the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Commission Act 2014
- Child Protection Act 1999 and Child Protection Regulations 2000
- Copyright Act 1968
- 'My Time, Our Place' Framework for School Age Care in Australia
- Duty of Care
- Policies: Educational Program Planning, Provision of Equipment and Resources, Communication with Families.

Definitions

- 'Media': refers to the communication channels through which news, entertainment, data or promotional messages are disseminated. Media includes every broadcasting medium such as newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax and internet. 'Media' also includes data storage material recorded on disks, tapes, CD's, DVD's and SD cards.
- 'Copyright' is the legal right granted to an author, composer, playwright, publisher, or distributor to exclusive publication, production, sale, or distribution of a literary, musical, dramatic, or artistic work.

Service Responsibilities

- To comply with the relevant Copyright Laws, the Service will ensure it holds current licences for:
 - The 'public' viewing of films, DVDs, videos and television; and
 - The 'public' performance, broadcast or communication of music.
- The Service will ensure that children's media viewing is incorporated as part of a varied and balanced program designed to enhance children's learning and experiences while at OOSH.
- The Service will collaborate with families and children in setting guidelines for media viewing within the program. Strategies implemented may include designated times for media and/or technology viewing.
- The Service will ensure that all material viewed by children as part of the educational program is age appropriate and consistent with the Australian Film and Literature Classifications:
 - (G) - the content is very mild in impact and is for general viewing. However, some G-classified films or computer games may contain content that is not of interest to children; or

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- (PG) – the content is mild in impact however; films and computer games may contain content that a parent or caregiver might need to explain to younger children as it may be confusing or upsetting to them.
- Through the family enrolment process, written permission will be sought from parents/guardians relating to the classification of media viewing material accessible to their child/ren whilst in care at the Service.

Educator Responsibilities

Educators will ensure that all material viewed by children, whether provided as part of the Service program or bought from a child's home, is age appropriate and consistent with the Australian Film and Literature Classifications (G) or (PG). Educators will encourage children to only bring videos, DVDs, games or music that are suitable for OOSH.

Family Responsibilities

Parents/guardians will ensure that all videos, DVDs, electronic games (including apps) or music brought to the Service by their children are consistent with the Australian Film and Literature Classifications (G) or (PG).

Quality Area 2

Children's Health and

Safety

2 Quality Area 2: Children's Health and Safety

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

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Child Protection Act 1999 and Regulations 2011
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Duty of Care
- NQS Area: 2.3;4.2.1;7.1.1; 7.1.2, 7.1.5;7.3.2,7.3.5
- Policies: Behaviour Support and Management, Anti- bullying, Inclusion and Anti-bias, Including children with Special/Additional Needs, Use of Photographic and Video Images of Children, Children's Toileting

Procedure

Management, Nominated Supervisors, Educators and other staff shall be committed to providing an environment that is safe and promotes the wellbeing of all children at all times through:

- Requiring that Educators, staff and Management sign a code of conduct
- Ensuring educator employment and training procedures are used so that the Service employs suitable people and conducts adequate orientation
- Ensuring Educators are directed to ensure that, when setting up for all activities, there is a safe physical environment as far as reasonably foreseeable.
- Children are actively supervised to ensure that they are protected from harm caused by
 - Physical injury; or
 - Harassment and other non-physical harm to the child, whether caused by other children, staff, parents of other children or any other person.

Quality Area 2: Children's Health and Safety

- Educators seek to ensure that they are not alone at the Service with a child, except in an emergency.
- Educators will supervise all areas available to children

Written parental permission will be obtained for children to be photographed by staff of the Service. Photographs will be for Service use only.

- Educators will instruct the children to inform them when going to the toilet and will ensure that the Toileting Policy is followed at all times.
- Educators, other staff and volunteers are to comply with legal requirements to apply for, and hold, the appropriate child worker clearances under the Working with Children (Risk Management and Screening) Act 2000

The Approved Provider will comply with legal requirements to hold a current positive suitability notice under the Working with Children (Risk Management and Screening) Act 2000. The Administrator, or Quality Officer for the Service will:

- keep a copy of the clearances and suitability notice
- referred to above.
- provide the Approved Provider with updates on a quarterly basis, and
- Ensure that the Service and its staff are aware of all legislative requirements and changes relating to the protection of children, including under the Education and Care Services National Law Act 2010 and Regulations 2011, Working with Children (Risk Management and Screening) Act 2000 and other relevant legislation.

2.2 Child Safe Environment Policy

This policy outlines our commitment to providing a **child-safe environment** by:

- Promoting a culture of child safety and wellbeing.
- Ensuring children in our care are safe both physically and online.
- Protecting children from harm and hazards that could cause injury.
- Identifying and appropriately responding to any risks or incidents of harm.

Compliance with this policy is a legal requirement under the Education and Care Services National Regulations. The approved provider must have policies and procedures in place to ensure a child-safe environment and take reasonable steps to enforce them (s168).

This policy aligns with the NSW Child Safe Scheme and supports our obligation under Reportable Conduct laws by ensuring systems are in place to prevent, detect, and respond to reportable conduct.

Additionally, this policy reflects the principles of the ECEC Code of Ethics and the National Model Code for Taking Images or Videos of Children in ECEC settings.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

Quality Area 2: Children's Health and Safety

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care (2005)
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- NQS Area: 1.1.5; 2.1.1; 2.2.2; 2.3.1; 2.3.2, 2.3.3; 3.1.3; 3.2.1'3.3.2; 4.1; 4.2.1; 5.1.2; 5.1.3; 6.1.3; 6.3.3; 7.1; 7.2.2; 7.3.1; 7.3.2, 7.3.2, 7.3.5.

Scope

This policy applies to:

- The approved provider, paid workers, volunteers, and work placement students—collectively referred to as "staff" in this policy.
- Third parties performing child-related work at our service, including contractors, subcontractors, self-employed individuals, and employees of labour hire companies—also referred to as "staff" in this policy.
- Children in our care, along with their parents, families, and care providers.
- Visitors involved in child-related work at our service, such as allied health support workers.

Definitions

The following definitions apply to this policy and related procedures:

- Child-related work – Refers to the work carried out by our service (an education and care service for children). This does not include situations where contact with children is incidental or unlikely to occur (e.g., a plumber or delivery driver).
- Harm and risk of harm – Overarching terms encompassing neglect and various forms of abuse, including:
 - Physical, sexual, and psychological abuse
 - Neglect and ill-treatment
 - Grooming
 - Exposure to family violence
 - Commercial child sexual exploitation
 - Online child sexual abuse
 - Sexual abuse perpetrated by other children or young people
- Harmful sexual behaviours – A broad term describing a spectrum of sexual behaviours in children, ranging from those that are inappropriate for their developmental stage to behaviours that are coercive, sexually aggressive, or predatory towards others.
- Parents – Includes guardians and individuals with parental responsibilities for a child under a court decision or order.

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- Staff – Refers to all individuals covered under the scope of this policy, including paid employees, volunteers, students, and third parties.

POLICY**Statement of Commitment to Child Safety and Wellbeing**

FLASCA is committed to the safety and wellbeing of all children and young people. We have zero tolerance for child abuse and other harm. All children who attend FLASCA have the right to feel and be safe. We are committed to create an environment that encourages children of all cultures and differing abilities to participate in decisions that affect their lives whilst ensuring their opinion is respected at all times.

FLASCA regards its child protection responsibilities with the utmost importance and is committed to ensure compliance with all relevant legislation, laws and to ensure a child safe culture is embedded throughout our policies, procedures, and practice.

We are committed in ensuring all members of our OOSH Community understand the important and specific role they play both individually and collectively to ensure the safety and well-being of all children and their responsibility ensure child safety is at the forefront of all they do, and every decision made.

The safety, health, and wellbeing of children in our care are our highest priorities. We champion and model a child-safe culture at every level of our service. We have zero tolerance for harm or the risk of harm to children or young people, as well as for bullying or harassment. We take all concerns about child safety seriously and actively foster a culture of reporting harm and risk of harm.

We listen to all children, uphold their rights, and empower them to understand and exercise those rights. Children and families are actively involved in decisions that affect them. We are committed to equity and inclusion, ensuring all children feel safe and valued, regardless of their abilities, sex, gender, or social, economic, or cultural background.

We provide an inclusive and welcoming environment for Aboriginal and Torres Strait Islander children, respecting and valuing their diverse identities and experiences.

This Statement of Commitment is an integral part of our statement of philosophy and is publicly displayed on the parent notice board, in our family handbook, and in our staff handbook.

Leadership, Governance, and Culture

Child safety and wellbeing are embedded in the leadership, governance, and culture of our service.

The approved provider and nominated supervisor oversee all policies, procedures, risk management, supervision, HR processes, training, communication, and monitoring systems to ensure children are safe from harm and hazards in our care.

Staff Responsibilities and Accountability

- Understanding Responsibilities – Staff are fully aware of their child safety obligations. During induction, they receive [access to/a copy of] our Child Safe Environment Policy and related procedures. Child safety and protection are central to their ongoing training and professional development.

Quality Area 2: Children's Health and Safety

- Child Safe Code of Conduct – Staff must adhere to our Child Safe Code of Conduct, which outlines expected behaviour toward children. It specifies acceptable and unacceptable (physical and online) interactions and mandates the reporting of any suspected breaches. Violations are taken seriously, and staff are held accountable.
- Identifying and Responding to Harm – Ensuring child safety is a shared responsibility. Our Child Protection Policy and Procedures outline our obligations and the processes for responding to harm or risk of harm.

Risk Management and Continuous Improvement

- Risk management is a collective responsibility, overseen by the approved provider and nominated supervisor.
- Policy Development – Staff at all levels contribute to the creation, review, and updating of child safety and wellbeing policies and procedures.
- Regular Reviews – The approved provider and nominated supervisor routinely assess and report on our child safety performance. Child safety is a standing agenda item at [management, staff, or committee] meetings.
- Promoting Child Safety – We actively participate in awareness initiatives such as National Child Protection Week and Safer Internet Day to reinforce our commitment to child safety.

Taking Child Participation Seriously

At our service, we respect and uphold children's rights, ensuring they participate in decisions that affect them and that their voices are heard and valued.

Empowering Children

- Staff actively listen and respond to children, respecting their bodily integrity and their right to say no, whether verbally or through non-verbal cues.
- Educators are trained to give children the confidence and ability to ask for help and to engage in decision-making that impacts them.
- We follow policies and procedures that promote positive interactions with children, aligning with the United Nations Convention on the Rights of the Child and the ECEC Code of Ethics.
- Educators teach children about their rights, including:
 - The right to feel safe and be protected.
 - The right to information about their safety and wellbeing.
 - The right to be listened to and taken seriously.

Education and Training

- Our education program (based on MTOP V2.0) is tailored to observe and respond to each child's identity, perspectives, ideas, interests, and needs.

Quality Area 2: Children's Health and Safety

- Educators are trained to recognise and respond to signs of harm in both verbal and non-verbal children.
- Educators teach children about:
 - Personal safety and protective behaviours.
 - How adults and other children should treat them.
 - What to do if they feel unsafe or are concerned about someone else's safety.
 - These lessons are incorporated into daily routines, the education program, and special activities and are documented in the Children's Meeting Book.

[For resources on educating children about sexual abuse, refer to the National Office for Child Safety.]

Creating a Safe and Supportive Environment

- We display age-appropriate posters explaining children's rights and our complaints process, ensuring they know how to raise concerns.
- Information about support services is readily available on our parent notice board and in our community folders. Examples include:
 - eSafety Commissioner (eSafety)
 - Police
 - Kids Helpline
 - Headspace
 - Parentline

Involving Children in Safety Decisions

- We actively involve children in assessing the safety of our physical and online environments, daily routines, and special activities.
- Their feedback is incorporated into risk assessments, policies, and procedures, and we report back on how their suggestions have been acted upon.

Encouraging Inclusion and Positive Relationships

- Our educators foster connections and friendships among children and take immediate action to address bullying, discrimination, or social isolation.
- Staff follow our policies and procedures to encourage positive relationships and inclusive interactions among children.

Involving Families and Communities

Families, carers, and the broader community play an essential role in promoting child safety and wellbeing at our service. We actively engage with them to create a supportive and safe environment for all children.

Building Strong Partnerships

- Staff follow our policies and procedures for parental interactions and involvement, ensuring meaningful partnerships with families and communities.
- We communicate regularly and openly with parents, carers, and families about child safety and wellbeing. They can contact us via [phone, text, social media, email, or face-to-face interactions].
- We gather feedback through [questionnaires, information sessions, and face-to-face conversations], using this input to inform decisions about child safety.

Accessible and Inclusive Communication

- We use plain language in all communications to ensure clarity.
- Translation services can be arranged for families who require language support.
- Information is available in various formats to ensure accessibility for people with disabilities.
- We ensure our communication is relevant, welcoming, and respectful to all families and communities.

Providing Information to Families

- At enrolment, families receive information about our team, programs, policies, and procedures.
- We inform them about:
 - How they can participate in decision-making on matters affecting them and their children.
 - Their rights and responsibilities.
 - How to raise concerns about child safety or wellbeing.
- Staff follow our Acceptance and Refusal of Authorisations Policy, ensuring clear guidance on obtaining parent/authorised nominee consent for certain activities.

Access to Policies and Procedures

- Families can access our policies and procedures at [insert location].
- At enrolment, they are provided with key documents, including:
 - Child Safe Environment Policy
 - Child Safe Code of Conduct
 - Complaint Handling Policy and Procedure

Continuous Engagement and Awareness

- Families are notified of any policy updates, and their feedback is welcomed when reviewing documents such as our Quality Improvement Plan.

Quality Area 2: Children's Health and Safety

- We promote child protection and safety by sharing resources through our [website, social media, and newsletters].

Respecting Equity and Diversity

At our service, we are committed to upholding equity and respecting the diverse needs of all children and families. Our inclusive policies and procedures guide staff in fostering an environment that values and supports each child's unique identity and experiences.

We actively support:

- Aboriginal and Torres Strait Islander children and families by embedding cultural safety and awareness in our programs.
- Children with disabilities by adapting our environments, programs, and communication methods to ensure full participation.
- Culturally and linguistically diverse families by recognizing and celebrating their heritage, languages, and traditions.
- Children who cannot live at home by providing additional emotional and social support.
- LGBTQI children and families by ensuring an environment that is inclusive, affirming, and respectful of all identities.

Our Commitment in Practice

- **Safe and Respectful Interactions:** Staff follow our Child Safe Code of Conduct, which strictly prohibits bullying, discrimination, or harassment. Our training ensures all staff understand anti-discrimination laws and their responsibility to uphold them.
- **Tailored Support for Every Child:** When enrolling, families are invited to share information about their child's cultural background, family structure, medical conditions, and individual needs. This information helps us personalize care, minimize risks, and enhance wellbeing. Families can update these details throughout the year.
- **Accessible Communication:** We provide child safety and wellbeing information in plain language, child-friendly versions, multiple languages, and accessible formats for people with disabilities.
- **Cultural Safety and Education:** Our educators receive ongoing professional development on cultural safety and inclusivity. This is embedded in our curriculum, daily routines, excursions, and special events.
- **Celebrating Diversity:** We recognize and celebrate cultural events such as Harmony Week, International Day of Persons with Disability, National Apology Day, NAIDOC and Reconciliation Week, Chinese New Year, Ramadan, and Rosh Hashanah. Community members are invited to share the meaning of these events with our children.

Quality Area 2: Children's Health and Safety

- Inclusive Environments: Our spaces reflect diversity through culturally representative posters, resources, and a diverse team of staff who mirror our community.
- Collaborative Policy Development: We seek input from individuals with diverse backgrounds and expertise when shaping policies and procedures.
- Continuous Improvement: Families of children with disabilities are encouraged to provide feedback on how we can enhance our physical and online environments, programs, and procedures to ensure full accessibility.

Through these commitments, we create a safe, inclusive, and enriching environment where every child and family feel valued and supported.

Ensuring Staff Are Suitable and Supported

We are committed to employing and supporting staff who reflect our values of child safety and wellbeing in practice. Our recruitment, induction, and supervision processes ensure that all staff members are suitable to work with children and are well-equipped to uphold our child-safe policies and procedures.

Safe and Rigorous Recruitment

- Our recruitment practices comply with the Child Protection (Working with Children) Act 2012 (NSW).
- The approved provider, nominated supervisor, and decision-makers follow our Child Safe Recruitment, Induction, and Training Policy and Procedures when hiring staff or bringing in visitors, such as performers and specialists.
- Job advertisements include a statement of commitment to child safety and outline:
 - The qualifications, experience, and attributes required for the role.
 - Screening and Working with Children Check (WWCC) requirements.
 - Training, supervision, and child safety responsibilities.
- Job descriptions set clear expectations around child safety and wellbeing.
- We conduct thorough pre-employment screening, including interviews, reference checks, WWCC verification, and other background checks. Staff suitability is continuously monitored, and all new employees undergo a probationary period.

Induction and Ongoing Supervision

- As part of their induction, all staff must review, understand, and acknowledge in writing our Child Safe Environment Policy and related procedures.
- The approved provider and nominated supervisor actively manage and supervise staff, addressing any breaches of our Child Safe Code of Conduct or child safety policies.

Quality Area 2: Children's Health and Safety

- We provide ongoing training and professional development to ensure staff remain informed about best practices in child safety and wellbeing.

Transparent Communication with Families

- We keep children and families informed about staff changes through newsletters, emails, and in-person updates.

By ensuring our staff are properly recruited, trained, and supervised, we create a safe and supportive environment where children's wellbeing remains the highest priority.

Safe Physical and Online Environments

We are committed to creating safe physical and online environments that minimize the risk of harm to children while fostering their growth, privacy, and learning opportunities.

Risk Management

- We proactively identify, assess, and manage risks in both our physical and online environments to protect children from harm.
- Our Child Safe Risk Management Plan (required under the NSW Child Safe Standards) is available [insert location]. This plan:
 - Identifies, analyzes, and controls risks of harm to children.
 - Addresses high-risk activities and special events.
 - Is distinct from our Work Health and Safety Plan, which focuses on accidents (e.g., slips, trips, falls).
- We incorporate risk management strategies into our policies, procedures, Quality Improvement Plan, and individual action plans for children.
- Our risk management plans are reviewed annually and updated as needed, including after any breaches, incidents, or concerns about child safety.
- Risk assessments and plans are documented and available for inspection.
- Staff are trained to identify, report, and assess risks before introducing new activities or practices.
- We involve children and families in our risk assessment process through surveys, newsletters, and discussions.

Supervision and Staff Interactions with Children

- Staff follow active supervision procedures (as outlined in our Staffing Arrangements Policy) to ensure adequate supervision at all times (National Law s 165).
- We adhere to required educator-to-child ratios (National Regulations ss 122, 123).
- Supervision levels are flexible, adapting to children's ages, needs, and activities.
- The physical design of our service allows for natural lines of sight while ensuring children's privacy and autonomy (National Regulations s 115).

Quality Area 2: Children's Health and Safety

- Visitors are recorded and supervised. Children are never left alone with visitors, volunteers, or students, and volunteers do not assist with personal care.
- At least two staff members are present at all times, and a responsible person is always on-site, with their details clearly displayed (National Regulations s 173).
- Educators under 18 are never left alone with children and are always supervised (National Regulations s 120).
- Our Child Safe Code of Conduct outlines acceptable staff behavior, including rules on conversations, gifts, personal care, physical contact, and professional boundaries.

Substance-Free Environment

- We enforce a Tobacco, Vapes, Drug, and Alcohol-Free Environment Policy (National Regulations s 82, 83).
- Staff must not be under the influence of drugs or alcohol while on duty.
- Smoking and vaping are banned within four meters of childcare facility entrances/exits.
- Accessing, viewing, or storing pornographic or inappropriate material at work is strictly prohibited.

Incidents, Illness, and Emergencies

- We follow emergency management procedures, including quarterly evacuation drills (National Regulations ss 97, 98, 168).
- Staff have access to a working telephone at all times to contact emergency services (National Regulations s 98).
- At least one first aid-certified staff member (trained in CPR, anaphylaxis, and asthma) is always on duty, including on excursions (National Regulations s 136).
- First aid kits are clearly marked, easily accessible, and regularly checked (National Regulations s 89).
- If a child is injured or falls ill, staff follow our Incident, Injury, Trauma, and Illness Policy, notify parents, document the incident, and comply with regulatory reporting requirements (National Regulations ss 85-87, 168).
- Infectious disease policies, including exclusion periods, are strictly followed (National Regulations s 88).

Health, Hygiene, and Nutrition

- Staff model and enforce good hygiene and food safety practices (National Regulations s 77).
- Children have constant access to drinking water and are regularly offered drinks (National Regulations s 78).
- Nutritious, culturally appropriate meals are provided, adhering to Australian Food Safety Standards (National Regulations s 79).

Quality Area 2: Children's Health and Safety

- Toilets and washing facilities are safe, age-appropriate, and hygienic.
- We follow sun protection and heat stress procedures, ensuring sufficient shade in outdoor areas (National Regulations ss 114, 168).

Medical Conditions and Medication Management

- Individual medical management, risk minimization, and communication plans are in place for children with allergies, asthma, diabetes, or other conditions (National Regulations s 90).
- Staff follow strict medication administration procedures, including for older children who self-administer (National Regulations ss 90, 92-96).

Safe Physical and Online Environments

- Our facilities, furniture, and equipment are safe, clean, and well-maintained, meeting Australian safety standards (National Regulations s 103).
- Indoor spaces are well-ventilated, naturally lit, and temperature-controlled (National Regulations s 110).
- Outdoor areas are securely enclosed for children's safety (National Regulations s 104).
- Hazardous materials are stored securely, out of children's reach.
- Staff follow water safety procedures (National Regulations s 168).
- We implement online safety policies, including:
 - Using only service-issued devices for photography and video recording.
 - Prohibiting staff from carrying personal devices while supervising children.
 - Storing and managing children's images in compliance with Australian Privacy Principles.
- Staff receive ongoing training in online safety, and we educate children on online privacy and security.

Excursions, Transport, and Collection of Children

- We follow strict risk assessment protocols for excursions, transport, and transitions between services (National Regulations ss 102A-102AAC, 168).
- Parents must provide written authorization for excursions and transport (National Regulations ss 99, 102, 102D).
- Children are only released to authorized individuals and must be signed in and out each day (National Regulations s 99).

Lock-Up and End-of-Day Procedures

- Staff conduct physical checks of all areas (e.g., bathrooms, outdoor equipment, sleep areas) to ensure no child is left behind.

Sleep and Rest Practices

- We follow best-practice sleep and rest guidelines that consider individual needs, cultural preferences, and developmental stages (National Regulations ss 84A-84C, 168).

Ongoing Review and Improvement

- We regularly review and update our child safety policies to align with laws and best practices.
- Our Policy and Procedure Review Policy ensures systematic evaluation of our procedures.
- We analyze complaints, concerns, and incidents to identify areas for improvement.
- Feedback from staff, families, and children is actively sought and considered.

Policy Documentation and Accessibility

- Our Child Safe Environment Policy integrates the NSW Child Safe Standards and our responsibilities under the Reportable Conduct Scheme.
- Staff, volunteers, and contractors must agree in writing to uphold our Child Safe Code of Conduct.
- All policies are accessible at the sign-in area, and families are notified of significant changes within 14 days (National Regulations s 168).

Handling Breaches of Child Safety Policies

- Any breaches of our Child Safe Environment Policy or related policies (e.g., Child Safe Code of Conduct, Risk Management Plan, Child Protection Policy) are taken seriously and addressed promptly.
- Breaches must be reported immediately to the nominated supervisor and/or approved provider.
- Depending on severity, consequences may include training, increased supervision, formal warnings, reassignment, suspension, termination, or external reporting.

By maintaining robust policies, rigorous supervision, and a culture of continuous improvement, we ensure a safe, secure, and supportive environment for all children in our care.

Principles

We are committed to the safety, wellbeing, and rights of children. Our service upholds the NSW Child Safe Standards and the National Quality Framework at all levels.

Our Commitments

- We comply with all relevant legislation, regulations, and standards.
- We implement the MTOP Framework to guide our practices.

Quality Area 2: Children's Health and Safety

- We uphold our Statement of Commitment to Child Safety and Wellbeing, Child Safe Code of Conduct, and the ECEC Code of Ethics.

Children's Rights and Inclusion

- Children are supported to understand and exercise their rights.
- Families and communities are actively involved in decisions affecting children.
- We respect and value the diverse abilities, identities, backgrounds, and perspectives of all children.

Safe and Supportive Environments

- Our interactions with children are respectful, equitable, and supportive.
- Bullying and harassment are not tolerated.
- Only staff suitable to work with children are employed.
- Our complaint systems prioritize child safety and wellbeing.
- We act immediately on any risk of harm to children.

Best-Practice Governance and Safety

- Staff receive ongoing training, resources, and support to maintain a culturally safe and inclusive environment.
- Every reasonable precaution is taken to protect children from harm and hazards, both physically and online.
- Our governance, policies, procedures, and risk management practices are best-practice and regularly updated.

Policy Communication, Training, and Monitoring

This policy and related documents are accessible online and in the parent sign-in and sign-out area.

The approved provider and nominated supervisor are responsible for providing information, training, and resources to support staff in understanding and implementing the Child Safe Environment Policy and related procedures.

All staff, including volunteers and students, undergo a formal induction process. As part of this process, they are given access to the Child Safe Environment Policy and related documents, which they must review, understand, and formally acknowledge.

Roles and responsibilities are clearly outlined in this policy and in individual position descriptions. These are communicated during staff inductions and reinforced through ongoing training.

The approved provider and nominated supervisor regularly monitor and audit staff practices through performance reviews, supervision sessions, compliance visits, and staff meetings. Any non-compliance is addressed promptly, and breaches of this policy are taken seriously, potentially resulting in disciplinary action.

Quality Area 2: Children's Health and Safety

During enrolment, families receive access to the Child Safe Environment Policy and related documents. Additionally, families are notified of any policy or procedural changes in accordance with our obligations under the National Regulations.

ROLES AND RESPONSIBILITIES**Approved provider responsibilities (not limited to)**

Compliance with Legal Obligations: Ensuring our service meets all requirements under the *Education and Care Services National Law and Regulations*, including:

- Taking all reasonable precautions to protect children from harm and hazards.
- Ensuring children are adequately supervised at all times.
- Prohibiting any form of corporal punishment or unreasonable discipline.

Governance and Best Practices: Establishing and maintaining governance, policies, plans, risk management systems, and procedures that align with best practices, the *NSW Child Safe Standards*, and all relevant legislation, including:

- *Children and Young Persons (Care and Protection) Act 1998 (NSW)*
- *Child Protection (Working with Children) Act 2012 (NSW)*
- *Child Protection (Working with Children) Regulation 2013*
- *Children's Guardian Act 2019*

Providing a Safe Environment: Creating a physically and digitally safe, inclusive, and culturally respectful space for all children.

Championing a Child Safe Culture:

- Upholding and promoting our service's *Statement of Commitment to Child Safety and Wellbeing*.
- Ensuring this *Child Safe Environment Policy* is in place, accessible, and available for inspection.

Policy Implementation & Staff Accountability:

- Communicating policies clearly and providing structured inductions, training, and monitoring for all staff, volunteers, and students.
- Enforcing the *Child Safe Code of Conduct*, supporting staff in reporting breaches, and taking all violations seriously.

Risk Management & Prevention:

- Implementing systems to identify, minimize, or eliminate risks to children, in line with our *Child Safe Risk Management Plan* and legal obligations.
- Ensuring staff understand and apply risk assessments and individual action plans for children.

Reporting & Incident Management:

Quality Area 2: Children's Health and Safety

- Fostering a culture of reporting and acting on incidents, disclosures, or suspicions of harm.
- Reporting all concerns to relevant authorities in accordance with legal obligations, including allegations of harmful sexual behavior in children or reportable conduct by staff.
- Maintaining a child-focused complaint management system to address concerns about child safety.

Training & Professional Development:

- Ensuring all staff successfully complete *approved child protection training* and maintain a valid *Working with Children Check (WWCC)*.
- Keeping records of all staff training, WWCC status, and ensuring availability for inspection.
- Requiring the nominated supervisor and responsible persons to complete child protection training.
- Providing relevant professional development opportunities, including first aid and cultural competency training.

Record Keeping & Policy Review:

- Maintaining and securely storing records in compliance with our policies and legal obligations.
- Regularly reviewing this *Child Safe Environment Policy* with input from children, families, staff, and the broader community.

Family Communication & Notification:

- Informing families at least 14 days in advance of any policy changes that may:
 - Affect fees or payment processes.
 - Significantly impact children's education and care.
 - Impact a family's ability to access the service.

Nominated supervisor / persons in day-to-day charge responsibilities (not limited to)

- Ensure Compliance with Legal Obligations
- Meet all requirements under the *Education and Care Services National Law and Regulations*, including:
 - Taking all reasonable precautions to protect children from harm and hazards.
 - Ensuring children are adequately supervised at all times.
 - Prohibiting corporal punishment and any form of unreasonable discipline.

Support Governance and Best Practices

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- Assist the approved provider in ensuring that our service's management, operations, policies, risk management/action plans, systems, and procedures align with:
 - Best practices.
 - The *NSW Child Safe Standards*.
 - Relevant legislation, including:
 - *Children and Young Persons (Care and Protection) Act 1998 (NSW)*
 - *Child Protection (Working with Children) Act 2012 (NSW)*
 - *Child Protection (Working with Children) Regulation 2013*

Provide a Safe and Inclusive Environment

- Maintain a physically and digitally safe environment that is inclusive and culturally respectful for all children.

Promote a Child Safe Culture

- Uphold, model, and champion our service's *Statement of Commitment to Child Safety and Wellbeing*.

Implement and Enforce Policies

- Ensure the *Child Safe Environment Policy* is effectively implemented and adhered to.
- Take reasonable steps to ensure staff compliance through clear communication, structured inductions, training, and monitoring (including volunteers and students).
- Uphold our *Child Safe Code of Conduct* and support staff in reporting breaches, ensuring all violations are taken seriously.

Risk Identification and Management

- Identify, minimize, or eliminate risks of harm in accordance with our *Child Safe Risk Management Plan* and legal obligations.
- Ensure staff understand and apply risk assessments and children's individual action plans.

Reporting and Incident Management

- Foster a culture of reporting and take immediate action on:
 - Any incidents, disclosures, or suspicions of harm or risk of harm.
 - Allegations of harmful sexual behavior in children.
 - Any reportable conduct, ensuring the approved provider is notified.
- Implement and maintain a child-focused complaint management system to properly respond to concerns about child safety.

Training and Professional Development

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- Successfully complete approved *child protection training* and other relevant professional development activities.
- Maintain and renew a valid *Working with Children Check (WWCC)* as required.
- Support the approved provider in ensuring that all staff:
 - Complete necessary training to provide a child-safe environment (e.g., first aid, cultural competency).
 - Understand current child protection laws and their obligations under them.
 - Maintain records of child protection training and valid WWCC, making them available for inspection.

Record Keeping and Policy Review

- Ensure that records are created and stored in accordance with our policies and legal obligations.
- Actively contribute to policy and procedure reviews, risk assessments, and action plans in consultation with children, families, staff, and the community.
- Support the approved provider in notifying families of policy reviews and changes in accordance with legislation.

Collaboration and Support

- Work collaboratively with services and professionals to:
 - Support children's and families' access, inclusion, and participation.
 - Assist children, families, and staff members impacted by harm or the risk of harm.

Educator / other staff responsibilities (not limited to)

All staff, volunteers, and students have a responsibility to create and maintain a safe, inclusive, and culturally respectful environment for children. This includes:

Adhering to Policies and Duty of Care

- Follow the *Child Safe Environment Policy* and all related child safety policies and plans.
- Provide a physically and digitally safe environment for children.
- Discharge your duty of care by supervising children in accordance with our policies and procedures.
- Take every reasonable precaution to protect children from harm or hazards likely to cause injury.

Upholding the Child Safe Code of Conduct

- Abide by the *Child Safe Code of Conduct* at all times.
- Report any breaches of the Code.
- Never subject children to corporal punishment or unreasonable discipline.

Promoting a Child Safe Culture

- Uphold, model, and champion our service's *Statement of Commitment to Child Safety and Wellbeing*.

Reporting Concerns and Incidents

- Act on any incidents, disclosures, or suspicions of harm or risk of harm to a child.
- Report concerns to the relevant authorities in line with our procedures and legal obligations.
- Take appropriate action on allegations of harmful sexual behavior in children.
- Report any concerns about child safety policies or procedures to the appropriate person (e.g., approved provider, nominated supervisor, lead educator).

Risk Management and Prevention

- Identify, minimize, or eliminate risks of harm to children in line with our *Child Safe Risk Management Plan* and other risk assessments (e.g., children's individual action plans).

Training and Legal Awareness

- Undertake all necessary training and professional development activities.
- Stay informed about current child protection laws and understand your legal obligations.
- Renew and maintain a valid *Working with Children Check (WWCC)* as required.

Handling Complaints and Records

- Follow our *child-focused complaint management system* to respond appropriately to concerns about child safety, including allegations of harmful sexual behavior in children.
- Ensure that all records are created and stored according to our policies and legal obligations.

Contributing to Continuous Improvement

- Actively participate in policy and procedure reviews, risk assessments, and action plans to enhance child safety.

Families responsibilities (not limited to)

Families play a vital role in maintaining a safe and supportive environment for children. To contribute to our child-safe culture, we ask families to:

Adhere to Policies and Procedures

- Follow all relevant policies and procedures as they apply to you.

Share Important Information

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- Provide relevant details about your child's unique characteristics and circumstances, including health and safety matters.
- Communicate any updates throughout the year via formal and informal channels.

Support Risk Management Efforts

- Where possible, contribute to our child-safe policies, procedures, risk assessments, and management plans.
- Report any risks of harm or hazards to the service.
- Assist in developing strategies to minimize or eliminate risks.

Engage in Service Activities

- Where possible, participate in surveys, feedback sessions, cultural events, and other special activities to help improve our service.

Raise Concerns and Report Issues

- Share any concerns or complaints in a timely manner.
- Report any concerns about children's safety and wellbeing to ensure prompt action.

2.3 Child Protection Policy

It is every child's right to be safe and protected from all forms of abuse, violence, maltreatment, or exploitation. It is the legal and moral obligation of all adults who work with children to ensure the safety and wellbeing of all children in care.

Child Protection is a broad responsibility which is mandatory for the protective care of all children in the childcare sector. It involves more than responding once an allegation has been made. It involves minimising the possibility of child abuse occurring in the first place. This can be achieved by the ongoing supply of information and materials to community members and parents and the provision of any necessary support. The benefits of a comprehensive policy include the education and support of Educators, parents and community in implementing appropriate systems and procedures to ensure that children and staff are safe.

Guidelines are required for the Centre to respond to allegations of child abuse against employees of the Centre. All Educators must understand their obligations under the Ombudsman Act 1974, as amended by the Ombudsman Amendment (Child Protection and Community Services) Act 1988.

Definitions

What constitutes an allegation of child abuse? In s.25 (A) of the Ombudsman Act:

"Child" means:

A person under the age of 18 years who is enrolled at the service.

"Child Abuse" means:

Assault (including sexual assault) of a child;

- a) ill treatment or neglect of a child;
- b) exposing or subjecting a child to behaviour or imagery that psychologically harms the child, whether or not, in any case, with the consent of a child.

"Allegation" means:

An allegation of child abuse against a person, or an allegation of misconduct that may involve child abuse.

"Conviction" means:

Any conviction of person, in this State or elsewhere, of an offence involving child abuse, and includes a finding by a court that a charge for such an offence is proven, even though the court does not proceed to a conviction. Child abuse falls into one of the categories below:

- Sexual abuse
- Physical abuse
- Neglect
- Psychologically harmful behaviour
- Danger to self or others
- Relinquishing care
- Carer concern
- Unborn child

Section 23 (1) NSW Children and Young Persons (Care and Protection) Act 1998 states that: a child is at significant risk of harm – neglect, if; current concerns exist for the safety, welfare or well-being of the child or young person because of the presence, to a significant extent, of any one or more of the following circumstances:

- (a) the child's or young person's basic physical or psychological needs are not being met or are at risk of not being met,
- (b) the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive necessary medical care,
- (b1) in the case of a child or young person who is required to attend school in accordance with the Education Act 1990 --the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive an education in accordance with that Act,
- (c) the child or young person has been, or is at risk of being, physically or sexually abused or illtreated,
- (d) the child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm,
- (e) a parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm,
- (f) the child was the subject of a pre-natal report under section 25 and the birth mother of the child did not engage successfully with support services to eliminate, or minimise to the lowest level reasonably practical, the risk factors that gave rise to the report.

Note: Physical or sexual abuse may include an assault and can exist despite the fact that consent has been given.

In summary, if:

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

education

- Child is at significant risk of harm – physical /sexual abuse
- Child is at significant risk of harm – domestic violence
- Child is at significant risk of harm – serious Psychological harm
- Child is at significant risk of harm – Prenatal report

“Reportable Conduct” includes:

- Any sexual offence or sexual misconduct committed against, with or in the presence of a child (including a child pornography offence)
- Any assault, ill treatment or neglect of a child or unborn child
- Any behaviour that causes psychological harm to a child or unborn child whether or not, in any case, with the consent of the child
- If a child/young person is a danger to self and/or others
- Any behaviour which is in breach of the organisation’s Child Protection Policy and Practices.

“Grooming” means:

Child grooming involves psychological manipulation in the form of positive reinforcement and ‘foot-in-the-door’ tactics, using activities that are typically legal but may later lead to illegal activities. This is done to gain the child's trust as well as the trust of those responsible for the child's well-being.

Additionally, a trusting relationship with the family means the child's parents are less likely to believe potential accusations.

What is not reportable conduct? (What are the exemptions?)

There are behaviours which, on their face value, demonstrate inappropriate professional conduct or misconduct, but would not be reportable conduct and would not be reported to the Ombudsman;

- a) Conduct that is reasonable for the purposes of the discipline, management or care of children, having regard to the age, maturity, health or other characteristics of the children and to any relevant codes of conduct or professional standards
- b) The use of physical force that, in all the circumstances, is trivial or negligible, but only if the matter is to be investigated and the result of the investigation recorded under workplace employment procedures
- c) Conduct of a class or kind exempted from being reportable conduct by the Ombudsman under Section 25CA.” (Interagency Guidelines for Child Protection Intervention 11/2006)

For example,

- Telling inappropriate jokes and using inappropriate language
- Yelling at a child or a group of children
- Making rude gestures to a child
- Making inappropriate references to a child such as “Stupid” or “smelly” or “naughty”
- Discussion of personal family issues with a child

“Mandatory reporters” are people who deliver services wholly or partly to children as part of their paid or professional work.

Any person engaged in employment with children who is legally obliged to make a report if:

- There is a suspicion of risk or harm
- There are current concerns about the safety, welfare or well-being of a child
- If a child poses a risk to themselves or others

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- There are current concerns about the capacity/suitability of a parent or guardian that directly impacts the safety, welfare or well-being of a child
- If a child makes a disclosure to them

“Mandatory Reporting” is the legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities.

The reporter has reasonable grounds to make a report with:

- A suspicion of risk or harm
- Current concerns about the safety, welfare or well-being of a child

“Reasonable grounds”

A standard that reporters must use in deciding whether or not to report; it refers to the need to have an objective basis to deduce that a child may be at risk of harm from such things as:

- first hand observations about the child or family
- what a practitioner has been told by a child, their parent or another person

Where an Educator/Supervisor has reasonable grounds for the belief that a child is at risk of harm they are directed to access the Online Mandatory Reporters Guide on the Child Story Reporter Community website reporter.childstory.nsw.gov.au to determine whether there is significant risk of harm under this guide.

(Mandatory Reporters phone number 132111)

If directed to make a report to children's services Educators/Co-ordinators report their concerns to the Child Protection Helpline.

Online Mandatory Reporters Guide (MRG)/Child Story Reporter

This tool has been devised to assist mandatory reporters in ascertaining whether a child is at risk of significant harm under the statutory threshold.

The MRG is an interactive tool and can be accessed at reporter.childstory.nsw.gov.au responding to and reporting risk of abuse and neglect page.

Where concerns reported do not meet the threshold, MRG guides staff to “Document and continue the relationship”.

This refers to the ongoing and usual documentation of child's behaviour, support and assistance provided to child and family by the Service. This report is printed and retained with child's enrolment details.

Where further recommendations for actions are made, the matter is referred to the Centre Manager and to be continued with the assistance of Child Protection Helpline, Community Services and Family Services, NSW Commission for Children and Young People as relevant.

“Agency Investigation” means

A process where an agency

- Gathers all relevant facts
- Conducts interviews as required
- Notifies any or all other relevant agencies including the NSW Ombudsman
- Makes a decision as to whether an allegation is sustained or not

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- Provides information to assist any relevant employment proceedings
- Notifies of any decisions pertaining to the investigation

“Employee” means

Any person who is contracted to work in the service and has direct or indirect contact with the children enrolled. All employees are committed to the promotion of the care and welfare of young children. Educators are contracted to work in accordance with the AECA Code of Ethics.

“Head of Agency” means

The Manager who is responsible for fulfilling the agency's responsibilities under the Ombudsman's Act 1974. Under amendment 25J of Part 3A of the Ombudsman's Act the head of an agency may delegate any of the functions of the head of agency under this Part to a person employed in the agency.

Legislative Requirements

Under the “Children and Young Persons (Care & Protection) Act 1998”, the Authorised Supervisor (read Co-ordinator) and all persons engaged to work with children are required to report to the Department of Community Services any suspicion or allegation of child abuse. All convictions and allegations of child abuse against employees will be notified to the Ombudsman, regardless of the Agency's opinion as to the seriousness or accuracy of the allegation. Consideration will also be given to all matters in relation to the following Acts in the protection of children's welfare:

- Legislation amendment (Wood Inquiry Recommendations) Act 2009 No 13
- Keep Them Safe /Child Story Information session/overview participants manual 2009/2010
- Child Protection and Community Services Act 1998
- Children and Young Persons (Care & Protection) Act 1998
- Child Protection (Prohibited Employment) Act 1998
- Commission for Children & Young People Act 1998
- Freedom of Information Act 1999
- Protected Disclosures Act 1994

The Agency is a Public Authority. Authorised Supervisors, Teachers, Co-ordinators, Childcare Workers and doctors are mandated to report a suspicion of child sexual assault.

Under the “Commission for Children and Young People's Act 1998” and the “Child Protection (Prohibited Employment) Act (1988)” the agency responsibilities are as follows:

- Establish existing employees are not prohibited persons
- Not to employ a person who is a prohibited person
- Conduct employment screening by an approved screening agency
- Notify the commission of relevant employment proceedings taken as a result of an allegation of reportable conduct or conviction against an employee
- Notify the commission of applicants who have not been offered child related employment as a result of an assessment by an approved screening agency
- Securely retain relevant records
- Ensure that employees who are mandatory reporters are aware of their obligation to report

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- Ensure that agency policies, procedures and practises are in line with the act in relation to Child protection
Under the "Ombudsman's Act 1974" the agency responsibilities are as follows:
- To report to the Ombudsman within 30 days of becoming aware of any allegations or convictions of reportable conduct against employees
- To conduct investigations into allegations of reportable conduct, or convictions including allegations which are exempted from notification and take appropriate actions as a result.

In addition, Educators are clear about their responsibilities and procedures relating to notification processes. Educators undertake regular child protection training and understand the role of the Agencies.

Prevention

The Agency is committed to the prevention of child abuse and opposed to all child abuse practices.

Procedures for ensuring the safety of children

In relation to Staff:

Staff recruitment

All Educators (permanent, casual, volunteer) are subject to a Working with Children Check, under Part 2, section 6 of the Child Protection (Working With Children) Act 2012, and in accordance with the NSW Commission for Children and Young People and Office of the Children's Guardian guidelines.

- When a self-employed individual is contracted to provide services to a centre, the individual is required to provide information to verify Working with Children screening clearance prior to commencing work within a centre, as set out in the Office of the Children's Guardian's guidelines.

In addition;

- Clearly defined roles are provided for each Educator (see individual job descriptions)
- All staff employed by the Centre will undergo pre-employment screening, i.e. Provide information to verify Working with Children screening clearance
- On employment, staff receive a copy of the following documents:
 - Contract of employment
 - Code of Ethics
 - Job Description
 - Staff Handbook
 - Child Protection Practices
 - Professional Conduct Policy
 - Interactions with Children Policy
 - A website link to the Child Protection Awareness Training

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- Any employee who is determined to be a Responsible Person is required to sign a code of conduct outlining specific responsibility relating to children's safety, welfare and well-being.
- All staff's job descriptions and shift rosters are regularly updated. Job rosters ensure that two Educators are in a supervising area at all times. Communication between Educators is an essential component of supervision.

Educators are required to acknowledge that they have read the Centre's policy document by signing an Induction / Orientation Record. This will show that they have read, understood and are prepared to abide by Centre Policy and Procedures.

The Centre will provide regular opportunities (bi-annually or as the need arises) to in-service Educators on child protection issues including teaching Educators to teach children about Protective Behaviours.

The Agency acknowledges its responsibility in relation to raising the awareness of the general community about child protection by providing information about strategies used at the service, brochures, posters and other materials.

In relation to children and families:

Programs will have a child protection component which includes developmentally appropriate child protective strategies.

Families will be made aware of any changes to the Child Protection Policy. Regular newsletters will publish a policy for parents to review and make comments and any suggestions for change.

Parents will be informed of and introduced to any new or relief Educators member.

Families will have access to printed literature which is provided to the Centre by child protection agencies.

Information about Protective Behaviours

There are some simple ways any parent or caregiver can teach children to protect themselves from any difficult or dangerous situations. People in the child protection field call these measures "protective behaviours". Protective behaviours give children some simple skills for coping with any difficult or dangerous situation. In particular, they focus on teaching children to recognise when a situation is dangerous and to ask trusted adults for help.

Teaching children about "protective behaviours" can include the following strategies:

- Tell children they have a right to be safe all the time.
- Talk to children about the difference between feeling safe and feeling uncomfortable or scared.
- Encourage children to trust their feelings.
- Encourage children to use the correct terminology for body parts
- Explain that their own bodies will tell them when they are in danger. For example, they might feel funny in the tummy, or their knees might shake, or they might feel like running away. Everyone is different. Ask the child to tell you how their body feels when it is frightened.

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- Explain that if they do not feel safe they should tell someone they trust.
- Discouraging secrets
- Tell them that sometimes grown-ups do things that are not OK.
- Stress that sometimes they may tell, and the grown-up may not understand, or may say "Don't be silly", or "I don't believe you". If something like this happens they should keep on telling until someone believes them and does something to help.

Although most parents and caregivers hope their children will talk to them first about problems and difficulties, parents cannot always be on the spot when a child needs help. It is important that children have a network of trusted people they can turn to. Talk to children about this and help them to choose a network of at least four people outside the home. Remember that most children are abused by a family member or someone they know, so draw up the network carefully. Let children decide for themselves who they want to invite to be on their network. You might accidentally ask someone the child does not feel comfortable with.

Roles and Responsibilities

The Ombudsman Act requires any allegations of child abuse against employees of the Centre to be notified by the Director or Licensee**. Even though FACS, the Police Service or the Joint Investigative Team may be investigating an allegation against an employee of the Centre, the Centre is required to notify the Ombudsman of any such investigations. Educators are required to read and implement the Australian Early Childhood Code of Ethics and the Professional Conduct Policy.

The Ombudsman's role

Under section 25(B) of the Ombudsman Act, the Ombudsman must keep under scrutiny the systems the Centre has in place for:

- preventing child abuse by employees of the Centre;
- Handling and responding to child abuse allegations, or child abuse convictions, involving those employees.

FACS role

FACS is the agency with lead responsibility in child protection, as it is the agency charged by law with the responsibility for the care and protection of children. The role also includes receiving and assessing notifications of suspected child abuse and neglect, ensuring the safety of the children and meeting the ongoing needs of the family and the children.

The Police Service's role

The role of the Police Service is to detect and investigate alleged child abuse and neglect and to initiate legal proceedings.

The Joint Investigative Response Team's role

To co-ordinate and manage the process and documentation relating to an investigation

The Office of the Children's Guardian

Monitoring and participating in employment screening procedures for child related employment The Office of the Children's Guardian is an independent statutory authority in

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NSW Government which is established to protect children in NSW by promoting and regulating quality, child safe organisations and services.

The Head of the Agency

The Manager (Head of Agency) or appropriate delegate acting on behalf of the Head of Agency is responsible for ensuring systems are in place for recording and responding to all allegations or convictions against an employee, including matters that are required to be notified to the Ombudsman. There are clear procedures that employees follow when responding to allegations or convictions. The policy states the person or position who will be responsible for recording:

- The allegation
- Notifying the ombudsman
- Reporting to the Helpline (FACS, or the police)
- Conducting a risk assessment
- Investigating an allegation
- Responding to an allegation concerning the head of agency, manager or supervisor
- Responding to a reportable allegation against the employee where the conduct occurred outside work hours
- Taking relevant employment proceedings (if any) in relation to the employee who has had an allegation of reportable conduct against them.
- Sending the report and findings of the outcome of the agency investigation to the Ombudsman
- Notifying the CCVYP of completed relevant employment proceedings and
- Determining the action that may be taken if it is found, at the end of the investigation, that an employee has made an allegation that has been false and malicious.

The Managers Role

The person responsible to ensure information is passed between Centre and Agency staff, to undertake relevant interviews and meetings with affected parties at Centre level and to maintain records of documentation and reporting.

Co-ordinator's Role

The person responsible to record and report all matters relating to child welfare and safety to the Manager. This includes any concerns or allegations made in relation to colleagues or other adults on site.

The Educators Role

To undertake all the responsibilities of a mandatory reporter. This includes reporting any concerns or issues pertaining to children's health safety and wellbeing. It also includes advising a supervisor (Coordinator or Manager) of any allegations, concerns or questions which relate to a co- worker, colleague or any adult on site.

Risk Assessment

In the event of an allegation against an employee, Management will conduct an investigation, and will;

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- conduct an initial and subsequent risk assessment including an assessment of the child/ren concerned
- decide what action, if any, is to be taken regarding the employee who had had an allegation made against them
- assess and monitor the risk of continued access of that employee to children using the service

Decisions to take action based on the completion of a risk assessment should not influence the findings in the matter.

Documentation and Record Keeping

All employees will sign acknowledgment of reading and understanding the Centre Child Protection Policy.

This record (Staff Orientation and Induction Record) will be kept in staff personnel files.

The Nominated Supervisor will sign a Code of Conduct which highlights in particular, the responsibilities of this role in maintaining child protection strategies, ensuring their staff receive regular reminders and training, and that all staff participate in review of Child Protection Practices and discussion.

Information regarding notifications and all other records are kept indefinitely and stored in a secure location.

The Manager and Co-ordinator are responsible for keeping and storing records, and for allowing access by the appropriate parties. This will be at Head Office.

Documentation relating to allegations, investigations, risk assessments and findings is to be treated with the utmost confidentiality, see confidentiality policy for further information relating to this.

Attachments for collecting and disseminating information include:

- Notification checklist
- Child Story Reporter
- Decision Making Tree (Keeping Them Safe website)
- Notification Register (online)
- Agency Notification form for suspected abuse or neglect
- Correspondence
- Educator's acknowledgment of understanding and compliance of Child Protection Policy
- Educators Understanding of Child Protection and Safety Interview.
- Nominated Supervisors Code of Conduct
- On-line Child Protection Awareness Training

Rights of all Parties

The safety and well-being of children and employees is paramount in the event of any investigation being conducted.

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Any allegation or conviction of child abuse will be passed on to the Ombudsman.

Employees will be afforded procedural fairness in the event of an allegation being made against them. This means that:

- Before completing an investigation of an allegation of child abuse against an employee, the Head of Agency will inform the employee of the substance of any allegation against them and provide the employee with a reasonable opportunity to put their case forward.
- If the finding is adverse, allowing the employee to add a dissenting statement. If the employee is dissatisfied with the process or the outcome of the investigation, an appeal or review mechanism can be followed.

The employer agrees to:

- act fairly and without bias;
- conduct any investigation without undue delay;
- ensure the case is not investigated or determined by someone with a conflict of interest;
- ensure the outcome is supported by evidence

Parents and employees are entitled to complain to the Ombudsman if they are unhappy with the conduct of any investigation.

Support available for all parties

The Centre will undertake to provide the appropriate support for all affected parties in the event of an allegation or investigation.

Families and children:

To seek help for parents the Centre will contact the local community health centre which can provide individual and family counselling as well as support groups for parents. Support is also available from Children's Welfare Unit on 1300 480 420 or local Family Referral Services (www.familyreferralservice.com.au) or NSW Family Services Inc. on www.fams.asn.au in the State Government section in the front of the telephone book.

Local Support Agencies:

These are displayed on Family Communication Board and Staff Communication Diary. The local Council can also provide information about the type and availability of local childcare for parents, for example:

- Occasional care (for a few hours a day)
- With a family for the day
- a child care centre
- Before and after school Care
- School holiday programmes
- Parent support groups

The Centre will contact the local District Centre of the Department of Family and Community Services during working hours for support and information about overnight and foster care and referral to other helpful services. District Centres are listed under the Department of

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Community Services website or found on Child Protection Helpline 132 111 available 24 hours 7 days a week.

Phone: (02) 9360 7200 or on 1800 066 777 Free call.

Children's Welfare Unit 1300 480 420 reporter.childstory.nsw.gov.au

www.familyreferralservice.com.au Family Referral Service

www.dpc.nsw.gov.au Department of Premier and Cabinet

www.hsnet.gov.au Human Services

www.community.nsw.gov.au

www.det.nsw.edu.au

www.health.nsw.gov.au

www.acwa.asn.au Association of Children Welfare agencies

www.ncoss.org.au Council of Social services of NSW

www.acoss.org.au Australian Council of Social Services

www.ecav.health.nsw.gov.au Education Centre against Violence

NSW Child Protection Council

The NSW Government established the Child Protection Council in November 1985 to co-ordinate and monitor child protection programmes in NSW.

The Government has also provided funds to improve advice, counselling and support services for child victims of sexual assault and their families. An important part of the Council's strategy is a community education program to increase public knowledge of child sexual assault and enlist community support in preventing this crime. This pamphlet is part of that community education program.

Educators:

- Invitation to attend informal discussion/meetings with Co-ordinator
- Provision of counselling paid for by Management
- Opportunity for transfer
- Access to materials, help lines, support agencies etc

Target groups in the community

The Centre undertakes to respect all community members, irrespective of disabilities, medical conditions, cultural practice and diversity.

In the event of a notification, consideration will be given to the following:

- Children with additional needs, such as disabilities, challenging behaviour or medical conditions, linguistically diverse backgrounds may require specialised assistance when giving evidence.
- Educators are aware of, and sensitive to, children with culturally diverse or Indigenous backgrounds: cultural practices, however, are not a reason for deviating from the Centre Child Protection Policy.

Ground for Notification**Physical Abuse**

Allegations of non-accidental injury to a child, including excessive discipline, by the parent/caregiver. Specific grounds include;

- Facial/head bruising
- Other significant bruising
- Lacerations
- Cuts/abrasions
- Burns/scalds
- Dislocations, sprains, twisting
- Skull fractures
- Other fractures
- Internal injuries/shaking
- Attempted suffocation
- Attempted strangulation
- Attempted drowning
- Intentional poisoning
- Internal or abusive administration of alcohol or other harmful and inappropriate drugs
- Death of a child due to non-accidental injury
- Death of a sibling due to non-accidental injury
- Threats to physically harm the child
- Child is drug dependant at birth
- Child with foetal alcohol syndrome at birth and/or other risk factors present
- Request for assistance by parent/caregiver/child where physical abuse has occurred but where none of the above injuries are present.

Sexual Abuse

Allegations of sexual behaviour toward a child by someone in a position of power over the child. This includes family/household member, neighbour, carer, stranger. Notification under the Act is based on the harm to the child, not on the identity of the perpetrator. Specific grounds include:

- Sexual fondling
- Genital exposure
- Exposure to adult masturbation
- Oral sexual behaviour (e.g. fellatio, cunnilingus)
- Vaginal or oral penetration by an object, finger, penis
- Exposure to prostitution, or child used for prostitution purposes
- Deliberate/intentional exposure of child to sexual behaviour of others (including pornographic images)
- Child sexual behaviour with an animal
- Threat of sexual abuse
- Sexually explicit photographs of a child
- A child's inappropriate sexual behaviour indicates that child has been sexually abused (e.g. simulated sexual intercourse with a much younger child; knowledge about sex beyond that which would be expected for the child's age and developmental stage).

Emotional Abuse

Allegations that a child is being harmed as a result of:

- Continual scapegoating
- Severe verbal abuse
- Continual rejection
- Parent's developmental delay harms the child's emotional wellbeing
- Being physically or socially isolated as punishment
- Parent suffering from a chronic psychiatric disorder which harms the child's emotional well being
- Child's behaviour towards self (e.g. suicide attempt) or towards another indicates the child may have been abused

Neglect

- Allegations that a child is being harmed as a result of:
- Failure to control access to poisons/alcohol/drugs
- Failure to provide food
- Failure to provide shelter
- Failure to provide clothing
- Failure to adequately protect the child's health (e.g. extremely unhygienic home conditions)
- Failure to provide nursing/medical aid
- Malnutrition
- Being left inappropriately without supervision
- Note: Where the failure to provide adequately is due to poverty it is not neglect and the parents should be referred to the agencies that can offer material support.

Psychological Harm

- Psychological/emotional distress
- Carer's mental health
- Carer's substance abuse
- Danger to self or other

Child/Young person is a danger to self or others:

- Demonstrating suicidal or self-harming behaviour
- Danger to self or others

Relinquishing Care /Carer Concern

- Parent/Carers will not or cannot continue to provide care for child under 16 years
- Affected by carer concerns such as substance abuse, mental health

2.4 Court Orders and the Release of Children in Care Policy

The Service recognises and acknowledges the diverse and changing circumstances of children's families and shall endeavour to implement a best practice approach to

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managing the duty of care, whilst respecting the needs of parents and the legal environment surrounding family obligations.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- Family Law Act 1975
- Family and Child Commission Act 2014
- Privacy Act 1988 and Regulations 2013
- Child Protection Act 1999 and Regulations 2000
- NQS Area: 2.3.2; 4.2.1; 6.1.1, 6.1.3; 6.2.2; 7.1.1, 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.
- Policies: Arrivals and Departures of Children, Enrolment, Communication with Families, Parent Conduct, Information Handling (Privacy and Confidentiality).

Procedure

- The Service shall request that all families provide, upon enrolment of their child, current copies of any parenting plans and orders which may impact on the Service to implement a duty of care.
- The Service shall request that all families, upon changing circumstances within the family unit, update their enrolment and provide certified copies of any legal documents and orders which may impact on the Service to implement a duty of care.
- The Service shall inform all employees of the intent of the parenting plans and/or court orders whereas it applies to them or impact upon their capacity to manage their own duty of care or that of the Service towards the child/ren and family.
- The Service employees shall take a best practice approach to managing the needs of children and families with care and sensitivity and work with families to support them in the provision of care for their children.
- Families with children attending FLASCA who have custodial or parenting plans in place are responsible for ensuring they comply with these requirements. The Service shall endeavour to release children within the conditions as outlined in these documents and orders. However, should the safety of other children or educators be at risk, children will be released and the custodial parent and/or police contacted immediately.
- Employees shall respect and maintain the confidential nature of the documents through application of privacy laws and as reflected in Policies 10.8 and 10.24
- Information requested by parents relating to a child under a court order or parenting plan will be subject to the conditions as per the court order/parenting plan.

2.5 Educator to Child Ratios Policy

Staff-to-child ratios will be in keeping with, or better than, those guidelines set out in the Education and Care Services National Regulations 2011. In setting staff ratios, consideration will be given to the activities undertaken, ages and abilities of the children and any additional requirements the children may have.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care (2005)
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- NQS Area: 1.1.5; 2.1.1; 2.2.2; 2.3.1; 2.3.2, 2.3.3; 3.1.3; 3.2.1'3.3.2; 4.1; 4.2.1; 5.1.2; 5.1.3; 6.1.3; 6.3.3; 7.1; 7.2.2; 7.3.1; 7.3.2, 7.3.2, 7.3.5.
- Policies: Excursions, Transport for Excursions, Illness and Injury, Drills and Evacuations, Harassment and Lockdown

Procedure

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

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

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

For excursions, educator ratios are 1:10 and adjusted accordingly once a full risk assessment of the activity has been conducted. When reviewing ratios, the following aspects of the excursion will be taken into account:

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

- The proposed activities and duration of the excursion.

2.6 Drop off and Collection of Children Policy

FLASCA seeks to maintain the health, safety and wellbeing of children and educators by ensuring that appropriate procedures are implemented with regards to escorting children between the OOSH Service, school and/or any other designated activity/venue. The Service also acknowledges that from time to time, families may arrange for their child to participate in extra-curricular activities whilst enrolled at OOSH. Any arrangements for escorting to and/or collection from these activities will be in accordance with this policy.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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

Procedure

- FLASCA will seek written permission from a parent/guardian (or authorised nominee) for any activity requiring their child/ren to be escorted to/from the OOSH premises, including for the purposes of excursions.
- Additional arrangements will be made with the school principal and kindergarten teachers for the collection and drop off of the children.
- If the excursion/outing is a regular one, written permission is only required to be obtained once in a twelve-month period, unless there is significant change (i.e., building works).
- Parent/guardian permission shall be obtained prior to the planned excursion or activity. The Service's Excursion Policy will be followed when excursions are planned, and permission required.
- The Service shall ensure confidential storage and maintenance of parent/guardian permission relating to excursions and/ or escorting of children.

2.7 Absent and Missing Children

It is important for the safety and well-being of all children that there is a clear policy and procedure in place when children are missing or do not arrive at the Service for any session that they are expected to attend.

- For children to be safe and accounted for at all times
- For Educators to be clear about relevant procedures in the event that a child is missing from the Service during a booked session or left at the Service after closing.
- For parents to have confidence and peace of mind that their children are secure and that, in the event of an emergency, clear procedures are in place.
- To maintain appropriate Educator to child ratios as outlined by the National Regulations.

Procedure

Parents are responsible for informing the Service when a child will be absent on a booked day.

Staff will communicate information regarding absent children to all other staff in the Service through Service communication tools.

Parents are responsible for informing the Service in writing if their child is enrolled at an after-school activity which coincides with their booked session at the Service

The Director/Co-ordinator will follow up any “non-notified” late arrivals to the Service by phone, if possible, within 30 minutes of school finishing. If no confirmation can be obtained, local police will be notified of the missing child.

An Absent Child Report will be completed for all “non-notified” absent children.

If a child is not picked up from the Service within prescribed opening hours, Service staff will attempt to contact all authorised persons using the contact numbers on the Enrolment Form.

The child will be handed over into Police custody in the event that no authorised person collects the child within 45 minutes of the Service closing, unless the authorised person is on their way to collect their child and is in regular contact with Service staff.

Once the Police have been notified, as above, staff will undertake to transport the child to the Police Station, by their own vehicle or in a taxi if necessary. The cost of this transportation will be charged to the parents' account.

If a child leaves the Service without supervision or authorisation, staff will attempt to notify all emergency contacts for the child before notifying the Police.

2.8 Behaviour Support and Guidance Policy

FLASCA recognises the wide range of age groups that access School Age Care, as well as the differing developmental needs of individual children and the variety of diverse backgrounds. Behaviour support and management strategies play a vital role in providing a safe and happy environment and are approached by:

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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

Procedure

- Educators are trained to respond to various developmental stages of the differing ages of the children who attend our Service and will apply appropriate behaviour support and guidance techniques which will be consistent with the Philosophy Statement of our Service.
- Educators involve the children as far as reasonably possible in developing behaviour expectations for our Service.
- These behaviour expectations will be clear, child focused, based on acceptable wider community expectations, easy to understand and will be on display throughout the Service. This information is also in the Staff Handbook and in the Family Handbook issued to all parents/guardians on enrolment.
- Educators are required to discuss the behaviour expectations with the children on a regular basis, reinforcing why they are necessary.
- Educators are required to:
 - model appropriate behaviour, including using positive language, gestures, facial expressions and tone of voice.
 - monitor children's play, pre-empting potential conflicts or challenging situations and support children to consider alternative behaviours.

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- constantly and consistently use positive guidance strategies when reinforcing the Service behaviour expectations.
- support children to make choices, accept challenges, manage change, cope with frustration and to experience the consequences of their actions.
- Acknowledge children through encouragement or reward when they make a positive choice in managing their own behaviour.
- Educators are not permitted at any time to use physical force/restraint or physical, verbal or emotional punishment and practices that demean, humiliate, frighten or threaten a child.
- Educator's prompt and support children who are experiencing anger, frustration or fear, to engage in another activity or move to a downtime/safe place
- Educators are required to follow the Service behaviour management strategies and techniques, including completion of an incident report to be signed by the parent/guardian at the end of the day.
- Behaviour support plans will be implemented if deemed necessary by the Director. Support plans will be developed collaboratively with the Director, parent/guardian, child and other health/educational professionals as required.
- Parents/guardians are not permitted to approach other children attending the Service regarding behaviour incidents and/or issues.

2.9 Inclusion and Anti-Bias Policy

The Service supports the principles of equity through implementing inclusive and anti-bias practices. At FLASCA the common aim in equal opportunities is:

- to achieve equal relations between nationalities, races, religions, genders and special needs.
- to cultivate each child's ability to stand up for themselves and for others and act to promote equity and justice.
- to develop programs which support the goals of an anti-bias program.
- for each child to be able to recognise and challenge bias; and
- to regularly assess the physical environment for inclusiveness and undertake to plan changes in the environment where appropriate.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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

Procedure

Parents will:

- Inform the Director of the family and child's cultural and/or language requirements at the time of enrolment.
- Inform the Director of the family and child's additional needs at the time of enrolment or whenever identified.
- Be encouraged to contribute to the program and operation of the Service by sharing information about their individual needs.
- Be informed via newsletter, noticeboard or other appropriate forms of communication about the Service's policies and practices.

Educators will:

- Ensure that their language and daily practices are inclusive and non-discriminatory.
- Have the opportunity to develop their understanding of inclusion principles and anti-bias through professional development and active participation of in-service training.

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

Management will:

- Support educators in their professional development opportunities to ensure the provision of inclusive and anti-bias programs.
- Assess Service documents and communications to ensure that they are inclusive and promote an anti-bias approach.
- Ensure all enrolment policies and practices are inclusive and anti-bias.
- Provide the opportunity for parents and educators to contribute to the review of the policy on an annual basis.
- Ensure that all equipment and resources purchased are inclusive and anti-bias.

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- Include in the educator selection criteria the applicant's ability to accept and implement inclusive practices and an anti-bias approach.
- Include information regarding the Services commitment to inclusive practices and anti-bias in the Educator and Family Information Packages

2.10 Including Children with Additional Needs Policy (As part of above policy)

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Disability Discrimination Act 1992
- Inclusion and Professional Support Program Guidelines (2009-2012)
- NQS Area: 1.1, 1.2; 2.1.1, 2.1.2; 2.2; 2.3.1, 2.3.2; 3.1.3. 3.2; 4.1, 4.2.1; 5.1, 5.2; 6.1.6.2, 6.3; 7.1.1, 7.2.1, 7.2.3; 7.3.2, 7.3.2, 7.3.4, 7.3.5
- Policies: Respect for Children, Educator Ratios, Inclusion and Anti-bias, Children's Toileting, Access, Enrolment, Communicating with Families

Procedure

- The Service shall follow through with an equal opportunity enrolment process for all children. This will involve collecting appropriate information about children which may impact on their ability to participate in the program.
- The family shall be required to provide relevant information upon enrolment about their child/ren which refers to the child's special/additional needs. This shall be in the format of appropriate questions on the enrolment form and interview procedure.
- The Service shall have the right to request any information in regard to the child/ren's needs so far as it may impact on their ability to participate in the program and be appropriately cared for within the Service.
- Parent permission shall be requested should the Service wish to make contact with the Inclusion Support Agency (ISA). This shall be in the format as required by the ISA.
- The Service shall contact the Inclusion Support Agency to obtain advice and information about the inclusion process as required.
- The processes outlined in the Inclusion Support Guidelines shall be followed to establish a Service support plan. This may involve professional support from the ISA.
- The Service shall appropriately assess their capacity to include the child within the Service through conducting a risk management process if necessary.
- The Service shall maintain the right to make a decision regarding the suitable placement of children with special needs in the Service based on the information, support and advice available.

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

2.11 Use of Photographic and Video Images of Children

FLASCA encourages the appropriate use of photographic and video images of children attending to support and promote their involvement in relevant programs and activities.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Family and Child Commission Act 2014
- Child Protection Act 1999 and Regulations 2000
- Privacy Act 1988 and Regulations 2013
- NQS Area: 1.1.4; 4.2.1; 5.2.3; 6.1.1, 6.1.2, 6.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.5.
- Policies; Respect for Children, program and Documentation Evaluation, Observational Recording, Enrolment, Information Handling (Privacy and Confidentiality), Information Technology.

Procedure

- Parents shall be required to authorise permission for such images of their children to be taken and used by the Service on relevant enrolment forms and documentation. Parents shall also be informed of the procedure for processing photographic images.
- Such permission shall explicitly include local community and in-service activities and events.
- Parents shall be requested for special permission to be granted for photographs taken which are intended to be used for promotional purposes and may be viewed by persons outside of the local community in which the Service resides.
- Employees of the Service shall only be permitted to photograph children using equipment owned solely by the OOSH Service or school (if shared equipment).
- Printing of photographs shall be conducted at professional photographic laboratories or within the Service using the printing equipment available.
- To protect the privacy of families, children with their own electronic devices (e.g., Mobile phone, DSI etc.) will be encouraged not to photograph other children or educators with their own electronic devices.

2.12 Health and Safety Policy

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

Relevant Laws and other Provisions

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

Procedure

- The enrolment procedures include the requirement that parents advise any particular health issues (including medications, special dietary or other requirements) and any other specific needs of their children.
- The Director will ensure that all educators and other staff members are aware of all such specific notified needs.
- The Director will ensure that educators have had appropriate education or training to enable them to undertake basic support of the health needs of children, including administering medications, allergic reactions, and basic first aid (see further First Aid Procedures under Illness and Injury Policy 4.5) and special dietary requirements.
- The Director will ensure that at least one educator with the required first aid qualifications, anaphylaxis management and emergency asthma management training as prescribed under Education and Care Services National Regulations 2011 (Part 4.4, 136(1), is in attendance at all times at any place children are being cared for (i.e., children go to oval or park, then a qualified first aid person must go with them), and immediately available in an emergency. To ensure the environment is safe for children, the Director will be responsible to ensure that the relevant daily checklists are completed, prior to the children having access to those areas.
- Educators will ensure that equipment is:
 - Cleaned as per the cleaning checklist.
 - Used safely by the children, and.
 - Is used for the correct purpose.
- Risk assessments will be conducted for high-risk activities and/or events including excursions.
- Educators will actively supervise children within their area.

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- Educators will ensure that they, and the children, have applied a SPF30+ sunscreen and wear a broad brimmed hat, prior to outdoor play. Timing of outdoor activities will be guided by the Sun Safety Policy specifically the UV rating for the day.
- Children who are unwell will be isolated from other children in a quiet area.
- Educators will ensure that all food handling and storage procedures are followed to prevent the risk of contamination.

2.13 Sleep and Rest Policy

The comfort and relaxation of children being educated and cared for, in centre-based services, must be available as required and supported by recognised safe practices we believe that effective rest and, where necessary, sleep strategies are important factors in ensuring a child feels safe, secure and comfortable in the service environment. We are committed to supporting and promoting quality sleep, rest and relaxation opportunities for children based on their individual needs, informed by current recognised guidelines. Adequate planning and training are required to ensure that team members support effective individual rest and sleep strategies where needed.

Relevant Laws and other Provisions

- Education and Care Services National Law Act, 2010 and Regulations 2011
- ACECQA National Quality Framework Resource Kit (2012) Quality Area 2
- Children's Health & Safety Education and Care Services National Regulations (2011), R 84A 84B 84C 84D
- Education and Care Services National Law Act (2010), S 165

The Service ensures that:

- children are safe and at ease when seeking sleep or restful activities
- clear guidelines for staff in ensuring children who choose restful activities or sleep have their needs met
- the physical environment of the Service will have dedicated areas where children may seek quiet, restful experiences, or sleep
- risk assessments are undertaken in relation to sleep and rest for the individual circumstances of the Service
- proactive steps are taken to recognise additional risks and implement mitigation strategies.

Procedure

Safe Sleep Practices for All Children

In accordance with the Education and Care Services National Law and Regulations, the service will ensure that the needs for sleep and rest of children in the service are met, having regard to the ages, developmental stages and individual needs of the children.

The service's Sleep and Rest Policy is based on recommendations from the evidence-based practice detailed on the ACECQA website.

The service consults with families about their child's individual needs and to be aware of the different values and parenting beliefs, cultural or otherwise that are associated with rest.

If a family's beliefs and practices conflict with the evidence-based practice recommendations, then the service will not endorse an alternative practice, unless the service is provided with written advice from a medical practitioner.

Quality Area 2: Children's Health and Safety

The service has a duty of care to ensure that all children are provided with a high level of safety when resting or sleeping while in care.

In meeting the service's duty of care, it is a requirement that management and educators implement and adhere to the service's Sleep and Rest Policy.

All children will be encouraged to lay on their back to rest when first being settled for a rest. If a child turns onto their side or stomach during sleep, then allow them to find their own sleeping position.

All children will rest with their face uncovered.

Children's rest environments are free from cigarette or tobacco smoke.

The rest environment, equipment and materials will be safe and free from hazards.

Educators monitor resting children at regular intervals and supervise the rest environment.

Rest for School-Age Children

If a school age child requests a rest, then there is a designated area for the child to be inactive and calm, away from the main group of children.

Couches, cushions, and soft furnishing will always be available to children within the Service.

Educators will respect individual children's choices for quiet and restful time and respond to cues of tired children by offering such choices.

Educators will ensure that supervision is maintained for individual children whilst engaged in quiet, restful activities or sleep.

Educators will ensure that sleeping children are not disturbed by the general activity of the program.

Educators will ensure children who are sleeping are monitored regularly.

Educators will ensure sleep and rest areas are clean, well maintained and free from any hazards.

Educators will be provided with information relating to safe sleep practices for early childhood education.

Individual children, when sleeping or resting, will be routinely monitored for signs of illness and families contacted, as necessary. Educators will ensure that any blankets or cushions provided do not cover sleeping child's mouth or face.

Families will be consulted in relation to Service rest options and informed on collection of individual children seeking rest or sleep.

Restful activities or sleep will not be used as a behaviour management strategy.

Our service will provide a range of both active and restful experiences throughout the program and support children's preferences for participation.

Quality Area 2: Children's Health and Safety

A Risk Management Plan will be conducted in consultation with all stakeholders on an annual basis.

Safe Rest Practices for a Child who is Unwell

Child will be encouraged to rest in a quiet, comfortable, and safe place.

Child will be encouraged to lie down & make themselves comfortable when displaying signs of being unwell.

Children will be allowed to find their own sleeping position.

All children will rest with their face uncovered.

Children who are unwell (and waiting collection from a parent /guardian) will be given the highest supervision priority and monitored constantly especially if the child has a high temperature, vomited, or received minor trauma to their head. For example, a child who has received a blow to the head while playing sport.

Parents will be contacted immediately to make arrangements to collect the child as soon as possible.

Refer to the service's Incident, Illness, Injury and Trauma policy for additional information.

Rest/sleep Environment and Equipment

The service will ensure a rest or sleep space is available or can be always made available to children. This could include a quiet area with cushions, a book corner with floor cushions, a lounge or armchair etc.

The area and equipment will be checked regularly as part of the services safety check and hazard identification practices.

Hygiene standards will be maintained when children use the rest/sleep area and equipment such as regularly washing pillowcases and blankets, particularly when a child is unwell.

The service will ensure the room temperature, airflow, noise, and lighting is conducive to sleep and rest when necessary.

Children's clothing items should be checked prior to them sleeping to ensure it does not present any hazards to them whilst asleep

Sources

Education and Care Services National Law and Regulations

National Quality Standard

The Australian Children's Education and Care Quality Authority (ACECQA)

2.14 Infectious Diseases Policy

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

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- National Health and Medical Research Council 'Staying Healthy in Childcare' 4th edition
- NQS Area: 2.1.
- Policies: General Health and Safety, Hygiene, Preventative Health and Wellbeing, Infectious Disease Response Strategy, Employee Immunisation, Enrolment.

Procedure

Monitoring

- FLASCA will subscribe to reasonably available alert services through the Australian Government Department of Health (see www.health.gov.au) and NSW Health (www.health.nsw.gov.au/) to keep up to date information on infectious diseases within the community.

Reporting

- It is the responsibility of parents/guardians to inform the Director of any infectious disease that their child or other immediate family members may be suffering.
- Parents/guardians will be advised through the enrolment procedures and the Family Handbook that children who are ill are not to be brought to the Service.
- It is the responsibility of educators / staff to inform the Director of any infectious disease that the staff member, or their other immediate family members, may be suffering.

Quality Area 2: Children's Health and Safety

- FLASCA is responsible for reporting to the State Health Authorities all notifiable diseases (as per requirements of the Commonwealth Government Department of Health) and also to report this to parents of other children in this Service as appropriate but having regard to the privacy of individuals concerned.
- Records in regard to infectious disease will be maintained by the Director. These records will include the child's name, age, symptoms, date and time staff first noticed the illness or time and manner of parental advice in relation to the infectious disease and any action taken. This record will be kept confidential to protect the privacy of the child and family involved.
- A notice will be posted, and attention drawn to it when there has been a report of an infectious disease
- The Director will notify the Approved Provider in writing when a report of notification has been made to the Department of Health
- The rights of individual privacy will be respected at all times, and in particular the Privacy Policy will be observed by all staff implementing these procedures relating to infectious diseases.

Exclusion

- Anyone, including children and educators, suffering from any infectious diseases will be excluded from FLASCA to prevent others from being exposed to the infection. When a person is showing signs of any infectious disease: -
 - for children, their parents/guardians will be asked to immediately collect their child and seek medical advice.
 - for educators and staff, they will immediately be released from work in order to seek immediate medical attention and for the period of the infectious disease.
 - For parents or other adults, they will be required to leave the premises immediately and not re-enter the premises unless and until they are no longer suffering from the infectious disease.
- If a duly qualified and registered medical practitioner diagnoses an infectious disease, the child/educator shall be excluded for the recommended period (as per NHMRC guidelines).
- For diseases which are from time to time published as requiring a doctor's certificate clearing the child/educator, the doctor's certificate will be required before the child/educator is re-admitted to FLASCA. (Information can be obtained from the Department of Health at www.health.gov.au.)

Immunisation

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

Non-Immunisation

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

2.15 Hygiene Policy

The Service strives to ensure for its children and staff a standard of general hygiene that complies, as a minimum, with legal requirements and, as far as reasonably possible, with the standards expected in the wider community. This will be performed in the first instance with soap and running water, and if soap and water is not available a hand rub will be used

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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

Procedure

Use of Gloves

- When preparing food and when cleaning, or otherwise having contact with, bodily fluids (e.g., blood, mucus, vomit, urine, faeces etc.), disposable gloves will be worn.
- Used gloves are to be carefully disposed of, immediately after use, in such a way that they would reasonably be expected to be secure from children or others
- Educators are responsible to advise the Director (or other responsible staff member) to ensure that there is an adequate store of disposable gloves available at all times.

Hand Hygiene

The best way to prevent the transmission of disease is through effective hand hygiene, which removes dirt and germs from the hands

- Educators will wash their hands, and ensure that children wash their hands, thoroughly with soap and water: -
- before handling, preparing and eating of food
- prior to and after giving First Aid
- after toileting, handling of animals or other activities which could lead to the spread of infection
- After contact with/cleaning of body fluids (blood, mucus, vomit, urine, faeces etc.)
- After coughing, sneezing or blowing their nose
- Signs/posters will be placed around the Service to alert children to the need to wash their hands.

Hand rubs

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

- Apply the recommended amount onto dry hands.
- Rub hands together so the hand rub comes into contact with all parts of the hands.
- Keep rubbing until the cleaner has evaporated and hands are dry.
- Children with visible dirt, grease or food on their hands should be directed to clean their hands with soap and water (when and where possible), rather than use a hand rub.
- Hand rubs will be kept out of reach of children and only used with adult supervision.
- Educators will endeavour to observe children's practice's when performing hand hygiene

2.16 Incident, Illness, Injury or Trauma Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- Child Protection Aid Code of Practice 2004
- NQS Area: 2.1, 2.3; 4.2; 6.1,6.2;7.1,7.2,7.3
- Policies: Observational Recording, Medication, Anaphylaxis management, Emergency Health and Medical Procedure Management, First Aid Waste Management, Infectious diseases Response Strategy, Asthma, Enrolment, Information Handling (Privacy and Confidentiality)

Procedure

Definitions

- **Incident:** Any unplanned event resulting in or having potential for injury, ill health, damage or other loss.
- **Injury:** Any physical damage to the body caused by violence or an incident.
- **Trauma:** An emotional wound or shock that often has long-lasting effects or any physical damage to the body caused by violence or an incident
- **Minor incident:** An incident that results in an injury that is small and does not require medical attention (e.g., adhesive dressing)
- **Serious Incident:** As it occurred while a child is being educated and cared for at the Service, is defined as (National Regulation 12)
 - The death of a child while being educated and cared for at the Service or following an incident while the child was being educated and cared for at the Service.
 - A serious injury or trauma requiring urgent treatment from a medical practitioner or hospitalisation (or should have attended a hospital (e.g. Asthma, seizure or anaphylaxis);
 - A child appears to be missing or can't be accounted for.
 - A child appears to have been taken or removed from the premises by someone not authorised to do this;
 - A child is mistakenly locked in or out of the Service premises; and/or
 - Any emergency which emergency Services attended (does not mean an incident where emergency Services attended as a precaution)

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Written consent from the child's parent/guardian will be sought through the enrolment process for the Director and/or staff member qualified in first aid, to obtain medical attention, in keeping with the policies and procedures.

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

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

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

First Aid

- At least one educator with a current first-aid qualification and annually updated CPR qualification, anaphylaxis management and emergency asthma management training as required by the Education and Care Services National Regulations 2011, will be in attendance at any place children are being cared for, and immediately available in an emergency, at all times children are being cared for by the Service.
- Disposable gloves will be worn when administering first-aid, and will be disposed of appropriately immediately after use, in a way that they are reasonably secure from children and others.
- The Director will delegate a qualified educator to ensure that the following are kept s, and are accessible to the Educators but not to children:
 - a fully maintained and equipped first aid kit, adequate for the number of children attending
 - a recognised and current first-aid manual.
 - a cold pack and ice ready for use in the administering of first aid.
 - a store of disposable gloves.
 - Current emergency contact telephone numbers.

Immediate Procedure upon Incident, Injury, Illness or trauma

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

- staff will comfort and calm the
- Minor head injuries will be reported to the Director, monitored for safety and recorded on the relevant form. Parent/guardian may be contacted at the Director's discretion.
- In the case of significant head injuries reference will be to the Service document *Procedures For Children With A Head Injury* and the incident reported to the parent/guardian via phone, notifying of the circumstances including;

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

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

- In the case of a child requiring emergency medication (EpiPen, Ventolin etc) steps as per individual medical management plans will be immediately followed
 - the Director, or qualified educator, will direct a staff member to call an ambulance;
 - all attempts will be made to notify the parents; and
 - If parents are unable to accompany the child to the hospital, the Director, or qualified educator who administered the first aid, will accompany the child provided that they leave at least one educator who is qualified in first aid and that the Service ratios are still met.
- All costs incurred in obtaining medical attention for a child will be met by the parents/guardians.

Recording and Reporting Incidents, Injuries, Illness or Trauma

An incident, accident, injury, or trauma report must be completed as soon as reasonably possible after a child is involved in an incident, suffers an injury, illness or trauma, by the educator who administered care or first aid to the child. The information which must be included on the report after a child is involved in an incident, accident, injury or trauma at the Service is:

- the child's name;
- date and time of accident/incident
- details of accident/incident
- parents/guardians contacted;
- treatment and outcome of accident/incident
- whether first-aid kit was used and if so what treatment;
- staff and witness signature; and
- Parent's signature confirming knowledge of accident.

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The information contained in the injury, accident, incident or trauma report forms will be used strictly in accordance with this policy, the Privacy Policy and any other relevant policies. The Director will ensure that the parent of a child who is involved in an incident, is injured, ill or suffered trauma is informed of the situation and the treatment given, on collection of the child.

The Nominated Supervisor/Director acting on behalf of the Approved Provider, under section 174 (4) of the Education and Care Services National Law Act 2010 will notify the Regulatory Authority of a serious incident or emergency (refer to definition outlined above) via the National Quality Agenda IT System (NQA IT System)

References

<http://files.acecqa.gov.au/files/NQF/KeyChangesNotificationComplaints.pdf>

2.17 Medical Conditions Policy

The Service recognises the increasing prevalence of children attending school age care Services who have been diagnosed with medical conditions including asthma, diabetes or at risk of anaphylaxis, and are committed to a planned approach to the management of such medical conditions to ensure the safety and well-being of everyone at this Service.

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

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

The Service is committed to ensuring our educators are equipped with the knowledge and skills to manage situations, to ensure all children in attendance receive the highest level of care and that their needs are considered at all times.

The laws and other provisions affecting this policy include:

- Duty of Care
- National Law Act 2010 and National Regulations 2011
- Public Health (Medicinal Cannabis) Act 2016 and Regulation 2017
- NQS Area: 1.1; 2.1, 2.2; 3.1, 3.2; 4.1, 4.2; 5.1, 5.2; 6.1, 6.3; 7.2, 7.3.
- Policies: Including Children with Special/Additional Needs, General Health and Safety, Infectious Diseases, General Health and Safety, Hygiene, Preventative Health and Wellbeing, Medication, Anaphylaxis Management, Emergency Health and Medical Procedure Management, Asthma, Supervision of Children, Food Handling and Storage, Menu Development, Emergency Equipment and Facilities, Educator Professional Development and Learning, Employee Orientation and Induction, Enrolment, Communication with Families, Risk Management and Compliance

Procedure

Children's short term medical needs will be managed in accordance with the Service's Incidents, Injury, Trauma and Illness Policy and the Medications Policy.

For children with long-term medical needs, the Service will minimise the risks associated with these specific health needs, allergies or other relevant medical conditions by:

- Ensuring a current **medical management plan** that is provided to the Service by the parent and is accessible to all educators;
- Ensuring all educators are adequately trained and rehearsed in the Service's emergency medical management procedures and the administration of emergency medication;

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- Collaborating with parents/guardians of children with specific health needs, allergies or other relevant medical conditions to develop a **risk minimisation plan**; and
- Informing all educators and volunteers, of children with specific health needs, allergies or other relevant medical conditions and the risk minimisation procedures for these.

Parents/guardians will be requested, through the initial enrolment procedures to provide details of any specific health care needs or medical conditions of the child, including asthma, diabetes, allergies and whether the child has been diagnosed at risk of anaphylaxis. It is the responsibility of parents/guardians to update the Service with any new information relating to their child's specific health care need or medical condition.

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

- To promote consistency and ensure the welfare of all children using the Service, all educators will follow the health, hygiene and safe food handling policies and procedures.
- If a child with a chronic illness or medical condition that requires invasive clinical procedures or support is enrolled at the Service, prior arrangements will be negotiated with the parent/guardian, Director and appropriate health care workers to train educators in appropriate procedures. Such arrangement and procedures will be established in consultation with the child's medical practitioner. Arrangements will be formalised prior to the child commencing at the Service.

Identifying Children with Medical Conditions

- Any information relating to individual children's health care needs, allergies or other relevant medical conditions will be shared with the Director, educators and other staff members of the Service.
- Information relating to a child's specific health care need, allergy or other relevant medical condition, including the child's medical management plan, medical risk minimisation plan and the location of the child's medication will be shared with all educators and other staff members of the Service.
- As it relates to the specific children, relevant medical condition information will be displayed in the following areas of the Service to ensure all practices and procedures are followed accordingly:
 - The Service administration area - available in the child's enrolment record
 - The staff room or noticeboard;
 - On the kitchen fridge (for children with food related conditions)
- All educators will be required to follow the child's Medical Management Plan in the event of an incident related the child's specific health care need, allergy or other relevant medical condition.

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- All educators, other staff and volunteers must be able to identify a child with a specific health care need, allergy or other relevant medical condition and be able to locate their medication/s easily.

Medical Management Plan

To comply with regulatory requirements, the parents/guardians of children with specific health care needs, allergies or other relevant medical conditions must provide the Service with a medical management plan for their child. This medical management plan must be followed in the event of an incident relating to the child's specific health care need, allergy or relevant medical condition.

The medical management plan should be developed in consultation with the child's registered medical practitioner with the procedures to follow from the medical practitioner documented in the medical management plan. The medical management plan should include the following:

- A photo of the child;
- Details of the specific health care need, allergy or relevant medical condition including the severity of the condition;
- Any current medication prescribed for the child;
- What may trigger the allergy or medical condition (if relevant);
- Signs and symptoms to be aware of as well as the response required from the Service in relation to the emergence of symptoms;
- Any treatment/medication required to be administered in an emergency;
- The response required if the child does not respond to initial treatment;
- When to call an ambulance for assistance; and
- Contact details of the doctor who signed the plan.
- Copies of the child's Medical Management Plan will be kept with their medication and taken on all excursions/regular outings they attend whilst enrolled at the Service.

Risk Minimisation Plan

A risk minimisation plan must be developed in consultation with the parent/guardian of a child with specific health care needs, allergies or other relevant medical conditions to ensure that:

- Any risks relating to the child's specific health care need, allergy or relevant medical condition are assessed and minimised;
- If relevant, practices and procedures for the safe handling, preparation, consumption and serving of food are developed and implemented;
- The parent/guardian is notified of any known allergens that pose a risk to a child and strategies for minimising the risk are developed and implemented; and
- All educators are able to identify the child, and know the location of the child's medical management plan and medication.

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If relevant, practices and procedures are developed and implemented to ensure that the child does not attend the Service unless the child has at the Service their relevant medications.

- The Service will provide support and information to parents/guardians and other members of the community about resources and support for managing children's specific health care needs, allergies or other relevant medical conditions.

Medical Conditions Communication Plan

To ensure regulatory compliance, the Service shall develop a communication plan and implement procedures to ensure that:

- Relevant educators, staff members and volunteers are informed about the medical conditions policy and the medical conditions management plan and medical conditions risk minimisation plan for each child with a specific health care need, allergy or other relevant medical condition; and
- A parent/guardian of a child with a specific health care need, allergy or other relevant medical condition will communicate any changes to the medical management plan and risk minimisation plan for their child.

Management of Medical Conditions

Children identified with asthma or anaphylaxis will be managed in accordance with the specific Asthma Management policy and Anaphylaxis Management policy of the Service.

Children with other health care needs or relevant medical conditions will be managed in accordance with their individual medical management plan and risk minimisation plan.

In order to effectively manage other health care needs and medical conditions, the Service will implement the following procedures:

Diabetes

In developing individual children's medical management plans, the Service will implement procedures to ensure children with diabetes do not suffer any adverse effects from their condition while at the Service. These include ensuring they do not suffer from hypoglycaemia (have a "hypo") which occurs when blood sugar levels are too low. Things that can cause a "hypo" include:

- A delayed or missed meal, or a meal with too little carbohydrate;
- Extra strenuous or unplanned physical activity;
- Too much insulin or medication for diabetes; and/or
- Vomiting.

Children with Type 1 diabetes may need to limit their intake of sweet foods. The Service will ensure information about the child's diet including the types and amounts of appropriate foods is documented in the child's medical management plan and that this is used in developing an individual risk minimisation plan.

The Service will ensure that educators are adequately and appropriately trained in the use of insulin injection devices (syringes, pens, pumps) used by children at the Service with

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diabetes. In the event of major concerns regarding insulin levels of a child an ambulance will be called.

If a child is displaying symptoms of a "hypo" event the Service will:

- Ensure a first aid trained educator provides immediate first aid which will be outlined in the child's medical management plan and may include giving the child some quick acting and easily consumed carbohydrate;
- Call an ambulance by dialling 000 if the child does not respond to the first aid and apply first aid as per instructions from the ambulance;
- Contact the parent/guardian or the authorised person to be notified in the event of illness, if the parent/guardian cannot be contacted.

Skin Rashes

Rashes are common in children which may be caused by a viral infection. It is important to be able to assess.

When assessing a rash, educators should consider other signs and/or symptoms. These might include (but are not limited to):

- Fever;
- Unusual behaviour (cranky or less active; cries more than usual; seems uncomfortable/irritable; just seems unwell);
- Loss of appetite;
- Vomiting;
- Headache/stiff neck;
- Frequent scratching, crusty skin/discharge from skin; and/or
- Trouble breathing.

When observing the rash, educators should note:

- What the rash looks like (e.g. dark red like a blood blister; small red pinheads; large red blotches; a solid red area all joined together or blisters);
- How does the rash feel to touch (e.g. raised slightly, with small lumps or swollen);
- Is the rash itchy and where on the body did the rash start (e.g. head, neck); and
- Where is the rash now (e.g. head, neck, abdomen, arms, legs).
- The Director will be informed of any children presenting with a rash to determine whether there is cause for concern for the child's health and the health of other children and educators. The parent/guardian will be called immediately.
- All incidents of rashes should be documented on an Injury, Illness or Trauma Form. Educators must regularly check the appearance of the rash and note time and any changes to inform medical attention that may be sought.
- The child will be isolated from other children and made comfortable until the parent/guardian is informed and has collected the child from the Service.

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- If educators are concerned about serious symptoms in conjunction with the rash (e.g. the rash being purple, or spreading very quickly), then an ambulance will be called.
- If a child suffers from eczema, parents/guardians will be requested to supply a doctor's certificate stating this. A medical management plan will be developed and implemented to enable educators to follow any treatment prescribed by the child's medical practitioner.
- A child with eczema is not to be excluded from attending the Service.
- Medical Conditions requiring administering of medicinal cannabis e.g. epilepsy.
- Procedures will be followed as per Medications Policy 4.6 (refer subsection Administering Medicinal Cannabis)

Educator Training and Qualifications

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

The Director will ensure that, at least one educator with the required first aid qualifications, anaphylaxis management and emergency asthma management training as prescribed under *Education and Care Services National Regulations 2011* is in attendance at any place children are being care for, and immediately available in an emergency, at all times children are being cared for.

2.18 Sun Safety Policy

The Service encourages and promotes the need to protect children's skin and educate them about sun smart behaviour, thus reducing the risk of skin damage from exposure to the sun. The purpose of this Sun Safety policy is to ensure that all children attending our Service are protected from the harmful effects of the sun throughout the year. The Service will provide environments that are supportive of Sun Safety practices and when necessary, will create an awareness of the need to reschedule outdoor activities to support Sun Safety practices.

Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011
- Work Health and Safety Act 2011
- Duty of Care
- Cancer Council Australia
- NQS Area: 1.1.3; 2.1.1; 2.2.2; 2.3.2; 3.1.1; 4.2.1; 6.1.1, 6.1.3; 6.2.1; 7.1.2; 7.3.2; 7.3.5
- Policies: General Health and Safety, Preventative Health and Wellbeing, Enrolment, Communication with Families

Procedure

- Staff will implement strategies aimed at ensuring children attending our Service are protected from the harmful effects of the sun, including:
 - Ensuring all children and staff wear broad-brimmed hats that protect the face, neck, ears and crown of the head (NO CAPS), and SPF 30+ broad-spectrum, water-resistant sunscreen when involved in outdoor activities.
 - Informing parents of our Sun Safety policy when children are enrolled by advising of the Sun Safety Policy in the enrolment package.
 - Requesting that Parents provide a Sun Smart hat for their child and encourage them to wear it.
 - Requesting parents provide appropriate Sun Smart clothing when the Service participates in outdoor/water related activities.
 - Incorporating skin cancer prevention education into the program.
 - Ensuring educators act as a positive role model for appropriate Sun Safety behaviour.
 - Ensuring all students without adequate sun protection use shaded or covered areas during outside play times.
 - Ensuring adequate shade is provided during outdoor events including excursions.
 - Ensuring SPF30+ broad-spectrum, water-resistant sunscreen is readily available.
 - Reviewing the Sun Safety Policy annually with children, educators, parents and the Approved Provider

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- Ensure that, wherever practicable, outdoor activities take place before 10am or after 3pm or in accordance with the daily peak UV rating, accessible on the Australian Cancer Council website <http://www.cancer.org.au/home.htm>.
- Ongoing feedback and support will be sought from parents and the school community for the Sun Smart policy and its implementation, through newsletters, parent meetings, etc.

2.19 Anaphylaxis Management Policy

The Service recognises the increasing prevalence of children attending Services who have been diagnosed with anaphylactic reactions. Such reactions may be the result of severe allergies to eggs, peanuts, tree nuts, cow's milk, shell fish, bee or other insect stings, latex, particular medications or other allergens as identified through professional diagnosis. It is known that reactions to allergens may occur through ingestions, skin or eye contact or inhalation of food particles.

Relevant Laws and other Provisions

The laws and provisions affecting this policy include:

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

Procedure

- Parents will be requested, through the initial enrolment procedures, to ensure that the Service is made aware of any allergies that their child may be suffering. Information regarding the triggers and severity of allergic reactions will also be requested.
- The Service shall take appropriate action to minimize where possible exposure to known allergens where children have been professionally diagnosed with anaphylaxis and this information has been presented to the Service with certification from a medical practitioner.
- The Service shall develop and implement a risk management plan to identify the possible exposure to allergens and how these will be managed and monitored within the Service.
- The Service will ensure that at least one educator with a current first aid qualification a CPR qualification, anaphylaxis management and emergency asthma management training as required by the Education and Care Services National Regulations 2011, will be in attendance at any place children are being cared for, and immediately available in an emergency, at all times that children are being cared for.
- Educators shall be regularly trained in the procedures for management of anaphylaxis by a recognised authority.
- All children diagnosed with anaphylaxis shall have a Personal Action Plan outlining what to do in an emergency, developed in consultation with families, educators and the child's medical practitioner. Each plan shall be displayed in a clearly accessible area and be approved by the child's family/guardian.

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- Health care and management plans shall be discussed on a regular basis with all educators at team meetings.

Each child shall have the appropriate medication including EPIPEN accessible to educators. All expiry dates of auto-injector devices accessible at the Service will be closely monitored. Parents will be notified immediately of an impending expiry date of these devices and provision to the Service of an up to date device arranged.

- Appropriate medication shall be stored at the Service for each child in clearly labelled and marked containers.
- In circumstances where medication requires transportation between the child's school/home and the Service, the medication shall be signed in and out of the Service in appropriate record books by Educators. Families may be requested to provide a spare pen to be kept at the Service, if these arrangements are not suitable
- A risk management strategy shall be devised to ensure:
 - Medication is transported by a responsible adult person, and
 - In circumstances where children arrive at the Service without the required medication, appropriate procedures shall be followed to ensure that the medication becomes immediately accessible.
- Anaphylaxis plans shall be reviewed annually or as required by governing authorities.
- In the case of a child who has not been previously diagnosed with Anaphylaxis, procedures as per the Emergency Health and Medical Policy will be followed.

2.20 Emergency Health and Medical Procedure Management Policy

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

In emergency situations, OOSH educators may be required to administer medication to preserve the life, safety and health of a student. These emergencies may occur for students with diabetes, epilepsy, anaphylaxis and asthma. The possible medication requirements include administering inhaled medication such as Ventolin for asthma, rectal administration of Valium for epilepsy, and an injection of glucagon for diabetes and an injection of adrenalin for anaphylaxis. Injections for diabetes and anaphylaxis are usually administered by a pen device and are not intravenous.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Health (Drugs & Poisons) Regulation 1996
- Work health and safety Act 2011
- Family and Child Commission Act 2014
- NQS Area : 2.1.1, 2.1.4; 2.3.3; 4.2.1; 6.1.1; 6.2.1; 7.1.2; 7.3.1, 7.3.2; 7.3.5.
- Policies: Medication, Anaphylaxis Management, Asthma, Enrolment, Information Handling (Privacy and Confidentiality), Risk Management and Compliance.

Procedure

- All educators shall have access to information about the children's medical conditions, medication and management procedures required.
- Written procedures (management plan) shall be clearly displayed for managing emergency situations including which shall include information about:
 - Contact numbers for family, medical practitioner and ambulance;
 - Triggers, reactions, warning signs and symptoms of possible emergency;
 - Instructions on first aid management from medical practitioner or recognised authority; and
 - Medication requirements, dosage and method of administration.
- Each child may have an individual management plan (maintained confidentially) which further includes:
 - Guidelines for participation in specific activities if required such as swimming or high level physical games and activities;
 - Contact details;
 - Parent consent forms as required;

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- Medical practitioner consent forms as required; and
- Medication administration documentation.
- The Service will ensure that at least one educator with a current first-aid and CPR qualification, anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2011*, is in attendance at any place children are being cared for, and immediately available in an emergency, at all times care is being provided by the Service.
- Medication shall be taken as required on excursions in an appropriately secured/locked container readily accessible to administering educators.
- In the event of emergency first aid being required, procedures as set out in the illness and injury Policy will be followed.
- Written records and reports regarding implementing emergency procedures shall be completed by the administering educator within 24 hours and lodged with the Director or Management.
- Management shall ensure that written reports are lodged with relevant authorities within the required time frame.

2.21 Administration of First Aid

In the event of an accident or emergency, affected children have the right to immediate first aid attention. Equipment and facilities will be available to staff and children wherever Educators are in *loco parentis*

Goals

To ensure that all Educators are aware of procedures in administering First Aid.

To ensure that all children have access to appropriate First Aid treatment.

To ensure that Educators have access to the appropriate First Aid equipment and the opportunity to update their skills and training regularly.

To maintain a record of all administered first aid.

National Quality Standard

Quality Area 4

Element 4.1

Strategies

Staff rosters ensure that there are always two staff members on site, including one who holds a current First Aid Certificate.

All staff members are given an opportunity to attend training in First Aid, as part of their conditions of employment, and renew as required.

All staff members are given an opportunity to attend training in CPR, as part of their conditions of employment, and renew as required.

The First Aid Kit is regularly checked and updated with an inventory (according to standards defined by St. John's Ambulance /The Red Cross).

A separate travelling First Aid Kit will be maintained and taken on all excursions.

A First Aid manual will be kept at the Service at all times.

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

Educators discuss at meetings the evacuation procedure and emergency drills.

Educators document all First Aid administered on an Incident Report which is shown and copied to parents/guardians.

Educators inform parents/carers, as well as Management immediately, and the relevant Authority within 24 hours of any injury or incident which may require further medical attention.

Staff and relief workers are informed as to the location and maintenance of the First Aid kit as part of their orientation to the Service. Educators (including casuals, students and volunteers) are to refer to the First Aid Action Plan attached to this policy.

Only qualified first aiders will provide assistance to victims.

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Telephone numbers of emergency contacts, local Doctors and the Poisons Information Service will be located next to the phone/ in the phone contact list.

No one will administer first aid unless they are Senior First Aid qualified.

Injured persons will be kept under adult supervision until they recover or until an authorized person takes charge of them. Where possible, a delegated staff member will accompany an injured child in the ambulance to hospital until the child's family arrives.

Up to date emergency procedures and cardiopulmonary resuscitation posters are displayed in all relevant areas including the outdoors.

Families are required to sign an agreement form which will permit educators to administer first aid, should there be a necessity for doing so.

Information in relation to first aid courses taking place within the local community will regularly be posted on communication boards for interested parties. Where relevant the Service will arrange for a first aid training session for families/interested parties.

Sourcing

- St John's Ambulance
- Essential First Aid: A practical and easy guide to first aid
- National Quality Standards for Early Childhood Education and Care and School Care
- Children Education and Care Services National Law Act 2010
- Educational and Care Services National Regulations

2.22 First Aid Waste Management Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- Work Health and Safety Act 2011
- First Aid Code of Practice 2004
- NQS Area: 2.1.1, 2.1.3, 2.1.4; 4.2.1; 7.1.2; 7.3.5.
- Policies: Illness and Injury, Emergency Health and Medical Procedure Management, Workplace Health and Safety

Procedure

- A clearly labelled first aid waste bin will be supplied and maintained in the following way:
 - Fitted with a bag that can be sealed and removed each day (if required);
 - Cleaned and sanitised daily (if required);
 - Located in a suitable place that is not readily accessible to children.
- Educators shall thoroughly wash hands using specified hand washing procedures before and after implementing first aid.
- Educators shall wear suitable gloves to manage incidents of first aid involving waste materials as identified.
- When conducting first aid, educators shall:
 - Remove required items to be used to manage first aid from the first aid kit;
 - Place items in/on a non-contaminated dish or surface;
 - Clean the injured area of the person using principles of first aid as per policy/procedure and training e.g. wiped with sterile swab etc. (Refer to First Aid Manual/Book);
 - The used swab or like shall be placed in the lined first aid waste bin;
 - Be required to change gloves if changing the type of activity they are managing with first aid e.g. cleaning to bandaging. These gloves should also be placed in the first aid waste bin.

2.23 Asthma Management Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulation 2011
- Duty of Care
- Work Health and Safety Act 2011
- Health (Drugs and Poisons) Regulation 1996
- NQS Area: 2.1.1, 2.1.4; 2.2.2; 2.3.2, 2.3.3; 4.2.1; 6.1.1, 6.1.3; 6.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.5.
- Policies: General Health and Safety, Preventative Health and Wellbeing, Medication, Emergency Health and Medical Procedure Management, Enrolment.

Procedure

- The Service will ensure that at least one educator with a current first-aid and CPR qualification, anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2011*, is in attendance at any place children are being cared for, and immediately available in an emergency, at all times that children are being cared for by the Service.
- The Service shall provide opportunities for all staff to participate in and receive regular education on asthma and appropriate management strategies. As per the *Health (Drugs and Poisons) Regulation 1996*, a person is considered to have appropriate asthma management training if they have completed a training course, of at least one hour, and are issued with a certificate identifying the successful completion of training in the specific learning outcomes.
- Families of a child identified with Asthma through the Service enrolment process shall complete a Service Asthma Form, which includes the following information:
 - Individual asthma triggers;
 - Types of medications used;
 - Administering of medication (e.g. self-administering under supervision).
- Families may also supply an individual Asthma Action Plan for their child, completed in conjunction with their medical practitioner.
- Educators will be made aware of children who suffer from Asthma and the various triggers and manage the risks of this appropriately within the Service's risk management plan. These triggers may be food intolerances or environmental.
- The Service may also display a poster for asthma first aid management in prominent locations to alert educators and other participants in the Service's activities.

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- An emergency supply of asthma medication may be held at the Service for cases of emergency respiratory distress. A first aid qualified educator trained in emergency asthma management procedures can administer this medication.
- All asthma medication provided by families and administered by educators must be in accordance with the Medication Policy of this Service.
- If the procedure outlined in the child's medical management plan does not alleviate the asthma symptoms, or the child does not have a medical conditions management plan, an educator will provide first aid, which may include the steps outlined by Asthma Australia as follows:
 - Sit the child upright. The educator will stay with the child and be calm and reassuring;
 - Give four (4) puffs of blue reliever medication, using a spacer if there is one;
 - Wait four (4) minutes. If there is no improvement, give four (4) more puffs as above;
 - If there is still no improvement, call emergency Services;
 - Keep giving four (4) puffs every four (4) minutes until the emergency Service arrive.

2.24 Covid-19 Policy

This coronavirus (COVID-19) Policy has been developed to protect children, educators and their families during the COVID-19 pandemic and includes the measures we are actively taking to mitigate the spread of coronavirus.

COVID-19 is transmitted from someone who is infected with the virus to others in close contact through contaminated droplets spread by coughing or sneezing or by contact with contaminated hands or surfaces.

Symptoms can range from a mild illness, similar to a cold or flu, to pneumonia. People with COVID-19 may experience:

- Fever
- Flu like symptoms such as coughing, sore throat and fatigue
- Shortness of breath

As the information from the government regarding COVID-19 is changing rapidly, our Service is constantly monitoring health alerts and implementing measure to minimise the transmission of COVID-19. Our Service has a range of policies in place to guide best practice in relation to health and safety, dealing with infectious diseases and maintaining a child safe environment.

This coronavirus (COVID-19) policy is susceptible to changes with the introduction of additional governmental guidelines. If so, we will update you as soon as possible by email.

Relevant Laws and other Provisions

S165, 167, 170, 174, R85, 86, 87, 99, 157, 158, 160, 161,168, 176.

Standard 2.2 Elements 2.2.1, 2.2.2

Attendance Policy, Dealing With Infectious Disease, Managing illness and incident

NSW Department of Health, Risk Assessment Pandemic - Covid 19, COVID-19 Early Childhood Education and Care Relief Package', NSW Health, Covid 2019 with risk assessment , Daily checklist, Posters, <https://education.nsw.gov.au/early-childhood-education/coronavirus/managing-covid-cases#BeingO>, Safe Work Australia, Public Health Act 2010

Procedure:

Our Service is committed to minimise the spread of the COVID- 19 virus by implementing recommendations provided by the Australian Government-Department of Health and Safe Work.

All children, educators, parents and carers are asked to only attend the Service when they are feeling well.

The Service will remain operational unless directed otherwise by health authorities or regulatory bodies and families will be notified of changes to access.

All stakeholders have an obligation to the service staff and other users to ensure they are following NSW Government Health guidelines. If you are considered a close contact you

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should be self-isolating for the duration of the isolation period and being tested as per the government guidelines.

Parents, families and visitors are required to check into the Service using the Service NSW QR code when attending the Service.

Educators, Staff and those onsite at the Service for a prolonged period are required to check into the school using the School NSW QR code when entering the Service.

Our Service complies with NHMRC guidance [Staying healthy: Preventing infectious diseases in early childhood education and care services](#)

We are guided by explicit conditions regarding exclusions periods and notification of any infectious disease by the Australian Government- Department of Health and local Public Health Units in our jurisdiction under the Public Health Act. COVID-19 is a notifiable condition in all states and territories of Australia.

Actions to help prevent the transmission of the virus include well established COVID Safe practices including:

- Adhering to mandated COVID-19 vaccinations dates for staff
- Exclusion of unwell staff, children and visitors
- Mask wearing by adults and children over 12 years
- Ensuring staff maintain physical distancing from each other as well as parents and carers
- Enhanced personal hand and respiratory hygiene for children, staff and parents
- Improving ventilation in indoor spaces
- Reducing the use of air-conditioning
- Where possible, moving learning experiences and activities to the outdoor environment to reduce transmission between groups and limit the number of persons who may need to quarantine if a case emerges
- Where possible, moving learning experiences and activities to the school hall where there is larger space for physical distancing to reduce transmission between groups and limit the number of persons who may need to quarantine if a case emerges
- Where possible, separating the children into smaller groups to reduce transmission between groups and limit the number of persons who may need to quarantine if a case emerges
- Full adherence to the cleaning guidelines and cleaning and disinfecting high touch surfaces at least twice daily, washing and laundering toys and equipment
- Ensuring staff have completed COVID-19 infection control training

Attendance

- All unwell staff and children should stay home.
- All educators in NSW are required to have received two doses of a COVID-19 Vaccination by 9 November 2021
- Children and Educators presenting with symptoms will be sent home from the Service
- Parents/carers of children with complex medical needs (including but not limited to underlying respiratory and cardiovascular conditions) should seek advice from the

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child's medical/health practitioner to support informed risk assessment and decision making regarding the suitability of continuing education and care at this time.

- Educators, Parents and carers, Visitors and Volunteers will be required to sign in and out of the Service using the Service and or School NSW QR code.
- Parents and Carers are not to enter the Service once the children have been signed and or out they will be required to leave, when possible educators will walk the children to the gate for collection

Hygiene and Cleaning

- All employees, parents, children and visitors must wash their hands with soap and water or use the alcohol-based hand sanitiser upon arrival to the Service
- Hands must be dried using disposable paper and disposed of in the bin provided
- Disposable tissues can be used for wiping noses and must be disposed of immediately after use
- Hands must be washed following the use of tissues
- Hands must be washed thoroughly with soap and water before and after using the toilet
- Cough and sneeze etiquette must be used-cover your cough or sneeze with your hand or elbow and then wash hands
- Educators and staff must adhere to safe food preparation and food handling procedures
- Children are supervised when washing hands
- Educators will wash their hands or use alcohol-based sanitiser, before wearing gloves and wash their hands after removing gloves
- Educators must adhere to the Cleaning and Sanitising Food Preparation Areas and Equipment process
- Equipment, resources and surfaces including high touch areas will be cleaned more frequently as required using detergent and water followed by disinfectant
- All educators are required to wear a face mask at all times while indoors and highly recommended outdoors. Only a medical exemption will suffice for anyone not requiring a mask
- Parents and Carers attending the Service are required to wear a mask

To minimise the risk of exposure to COVID-19 our Service will:

- Undertake a risk assessment to identify potential risks and mitigate with consideration risks to children and staff
- Revisit the risk assessment whenever new risks or potential risks are identified and adjust our management plan
- Restrict the number of visitors to the Service
- Restrict the number of family members attending the Service
- Reduce mixing of children by separating cohorts
- Where possible outdoor play will be promoted to provide children with additional personal space
- Staff should serve children food and avoid children serving themselves from a shared plate
- Restrict parents and carers from entering the Service- just drop off and pick up at the door or where possible the school gate

To ensure we are prepared for a positive case our Service will:

- Ensure daily attendance records for staff, children and visitors are up to date to ensure we are able to determine who was present at the time of the positive case within the Service.
- Ensure that phone numbers and email addresses for all staff and families are up to date so we can contact them all quickly if we have a positive case
- Ensure we have read through the content on this page:
<https://education.nsw.gov.au/early-childhood-education/coronavirus/managing-covid-cases#Being0> to understand the steps required for our service
- Send the family stop and stay letter - please email ecec.covidcase@det.nsw.edu.au to request the letter templates as they will vary for low, moderate and high risk contacts.
- If we receive a positive case within the Service we will follow the guidelines from NSW Government for dealing with positive cases in Early Childhood Settings.
<https://education.nsw.gov.au/early-childhood-education/coronavirus>

Allowable Absences

Allowable absences have been reset for the 2021/22 financial year to 42 days. All Australian families can access 10 extra allowable absence days per child in this current financial year (i.e., 52 days). This is in addition to the 10 extra allowable absences provided for families in NSW, Victoria and the ACT during the extended lockdowns in 2021. These extra absences are to help services and families affected by COVID-19 but can be used for any reason. They will be applied automatically.

If a state or territory restricts access to childcare in a region for more than 7 days, additional absences will be provided.

Further support for children and families

In recognition that children, along with their families and the broader community, are feeling the impact of the significant social disruption and health concerns associated with COVID-19, a number of resources are available specifically designed to support for children.

Emerging Minds have published a new resources for [supporting children during the coronavirus \(COVID-19\) outbreak](#), which includes a video, fact sheets and tips about what you can expect and how you can help children cope.

The Raising Children Network have published an article on [Coronavirus and children in Australia](#), which includes health information and guidance about talking with children about COVID-19.

Additional Information

Please visit the Australian Government Department of Health for the latest health advice.

Quality Area 2: Children's Health and Safety

The Australian Government Department of Health has also released a collection of COVID-19 resources for the general public.

Please contact the 24/7 National Coronavirus Health Information Line on 1800 020 080 which provides health and situation information on the outbreak.

If you need help with translation services while seeking help, you can contact the Translating and Interpreting Service (TIS National) on 131 450 or [tisnational.gov.au](https://www.tisnational.gov.au).

QUALITY AREA 3

PHYSICAL ENVIRONMENT

3 Quality Area 3: Physical Environment

3.1 Space and Facilities Requirement Policy

The Service will ensure that facilities used provide for the program and range of activities provided in keeping with the Policies and Procedures of the Service, in a safe and stimulating environment which is accessible to all children and allows for their physical and psychological comfort.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- NQS Area: 2.1.2; 3.1.1, 3.1.3; 3.2.1; 6.1.3; 6.3.3; 7.1.1. 7.2.3
- Policies: Educational Program Planning, Physical Activity, Budgeting and Planning

Procedure

- The Approved Provider will ensure that the following are provided by the Service:
 - Indoor space of 3.25 m² of useable space per child; Indoor spaces used by children will be ventilated, have adequate natural light and are maintained at a temperature that is safe and reasonable.
 - Outdoor space, with adequate shade areas, of 7m² of useable space per child.
- Playground equipment, swings and other large pieces of equipment are to be located over areas with soft fall surfaces recommended by recognised safety authorities.
- Veranda areas may be included as either indoor OR outdoor space and only with the written approval of the Regulatory Authority.
- Adequate toilets and hand washing facilities for children (separate toilets for boys and girls and at least one toilet for every 15 children present) and for educators.
- Adequate facilities that cater for the safe handling, preparation, storage and disposal of food and beverages.
- Sufficient furniture, materials and equipment that are developmentally appropriate, inclusive and adaptable to ensure participation by every child in the program.
- Adequate administrative space and facilities for the purpose of:
 - conducting the administrative functions of the Service,
 - private and personal conversations with families;
 - Providing respite for Directors, educators and/or volunteers.
- The Nominated Supervisor/Director will, in conjunction with the Approved Provider ensure that the following facilities are available at the Service:
 - a telephone located inside the premises or one that is accessible at all times;
 - storage space close to play area, with at least one lockable cupboard for valuable equipment;
 - a lockable drawer or small cupboard for staff personal belongings;
 - areas to display children's work and a notice area for parents;
 - a space for children to put their lunch/coats/bags etc.;

Quality Area 3: Physical Environment

- adequate lockable storage facilities for equipment, tools, first aid kit, medication, and poisonous and dangerous substances;
- lockable cupboard or filing cabinet for all child and family information (including enrolment forms), educator records and any other confidential records;
- Adequate space for children to engage in rest and/or quiet experiences.
- Facilities that provide adequate and safe drinking water will be provided at all times

3.2 Toileting Policy

The Service recognises the need to ensure the safety of all children whilst accessing the toilet. The following procedures are to be implemented consistently by all staff to protect children from risk of harm or injury.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- NQS Area: 1.1.5; 2.1.1, 2.1.3; 2.3.1, 2.3.2; 4.1; 4.2.1; 5.2.3; 6.1.1; 6.3.3; 7.1.2; 7.3.1, 7.3.5.
- Family and Child Commission Act 2014
- Child protection Act 1999 and Regulations 2000

Procedure

- Educators shall check the toilet facilities for safety prior to the commencement of the daily program/s including before school, after school and vacation care
- An educator shall notify another educator if they intend to use the toilet.
- Educators will approach the toilet facilities with the children when going to the toilet.
- Educators will ensure the toilet facilities are safe before the children use them.
- Should the primary facilities become unavailable, then other toilets may be accessed, however when these are out of sight, children will be escorted to the toilet by an educator
- When on excursions, the toilet cubicles will be checked for safety by an educator before allowing the children to use the toilet and a minimum of two staff, whenever possible, will supervise children's use of the toilets.
- Educators shall support the personal hygiene of children with toileting when it becomes known to them that a child is in need of assistance.
- A toileting kit will be available from the front shelf to assist educators with toileting issues. The kit includes gloves, wipes, hand sanitiser and appropriate bags for soiled materials. (Attention will be given to any children with allergies to latex)
- Educators shall notify the Director that a personal hygiene incident requires their support and, where possible, a second team member, shall be called to be present during the toileting support. Gender and developmental consideration should be given to the situation in ensuring the most appropriate educators manage the situation and that the process is open and transparent.
- Educators shall support children's emotional needs, demonstrating empathy and compassion and should not, under any circumstances, cause further embarrassment to the child. Nor should they become forceful in their assistance to children.
- If a child is involved in a personal hygiene incident, the Parents/Guardian will be notified immediately and shall have the opportunity to collect the child.
- Children who are frequently troubled with personal hygiene and toileting needs shall be requested to provide spare clothes and pull ups if necessary.

3.3 Provision of Resources and Equipment Policy

The Service recognises the importance of providing resources and equipment that are safe and suitable to the developmental and recreational needs of the children in care. When purchasing resources and/or equipment consideration will be given to the ages, skills and abilities as well as the area in which the resources/equipment are to be used.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- See relevant Australian Standards on equipment in the Service
- NQS Area: 1.1.5; 1.2.2; 2.2.2; 3.1.1, 3.1.3; 3.2; 3.3; 6.1.2; 7.3.5
- Policies: Educational Program Planning, Physical Activity, creative and Expressive Arts, Preventative Health and Wellbeing, Space and Facilities Requirement, Workplace Health and Safety

Procedure

- Care will be taken when purchasing equipment to ensure it complies with relevant Australian Standards (available from Standards Australia) and is suitable for the purpose for which it is intended.
- Equipment provided will be appropriate to the interest and development and cultural needs of the children, is flexible and able to be re arranged or adjusted to provide additional interest, variety, challenge and support the inclusion of children with special/additional needs.
- The Director will ensure that all equipment is regularly checked and maintained in accordance with manufacturer's instructions and otherwise as reasonably necessary to ensure that it remains in safe and good working order (see also Policy 6.3 Workplace Health and Safety).
- Children will be encouraged to access outdoor areas which include natural elements such as trees, plants, edible gardens, sand, rocks and water.
- Safe storage and shelving will be provided to allow children to independently access equipment and resources.
- The Director will ensure that a wide range of real, commercial, natural, recycled and simple homemade materials are provided to support the children's learning in a number of ways.

3.4 Children's Property and Belongings

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Duty of Care
- NQS Area: 1.2.1; 6.1.1,
- Policies: Respect for Children, Inclusion and Anti-bias, Excursions, Enrolment, Communication with families

Procedure

- The family shall be responsible for providing the child with appropriate belongings and property required for active participation in the Service. Such property may include (but is not limited to):
 - Footwear
 - Clothing
 - Hats
 - Bags and Lunch boxes
- All personal property and belongings shall be clearly named or labelled.
- The Service shall inform the family through relevant newsletters and publications such as the family handbook of appropriate personal belongings required at the Service.
- The Service shall not take responsibility for any of the children's personal property or belongings, but will endeavour to:
 - Actively encourage children to care for their belongings;
 - Remind children appropriately when belongings need to be placed in storage e.g. Lunch box into bag
 - Provide suitable storage to keep safe (at parent/family or child request) any item of personal belonging, which is either special, expensive, or at risk of being damaged.
- Throughout special program times i.e. Vacation Care or Pupil Free days, the children may (on occasion) be able to bring with them personal belongings other than day to day necessities e.g. games and toys. This shall be done solely at the discretion and responsibility of the family. No responsibility shall be taken whatsoever for any items brought to the Service which become lost or damaged as a result.
- The Service shall provide appropriate storage for lost property which shall be available to children and families at all times.
- Any grievances or concerns relating to lost, damaged or stolen property of the children shall be managed in accordance with the grievance and complaints procedure.

QUALITY AREA 4:

Staffing

Arrangements

4 Quality Area 4: Staffing Arrangements

4.1 Employee Code of Conduct

FLASCA expects that all employees conduct themselves in such way that is professional and in accordance with the philosophy and goals of the Service. Employees are expected to actively demonstrate a positive attitude towards their work, the Service and the Service's clients, demonstrating the behaviour expected including integrity and professionalism. The Service requires that all employees abide by the code of conduct at all times during their interaction with children, families, community members, Management and other employees

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Commission Act 2014
- Anti-Discrimination Act 1991
- NQS Area: 4.2; 7.1.7.2, 7.3,
- Policies: Recruitment and Employment of Educators, Volunteers, Employee Orientation and Induction.

Procedure

This policy applies to all employees while in the workplace, while on excursions or attending work-related training and conferences.

- The Approved Provider of FLASCA, believes that all employees should be able to work in an environment free from discrimination, victimisation, sexual harassment, vilification and the seeking of unnecessary information on which discrimination might be based
- Employees are expected to conduct themselves in a manner which respects the rights and welfare of all employees, volunteers, families and children and to show competence, care, good faith and compliance with instructions and policies and procedures in the performance of their duties.
- Employees shall be provided with a copy of the Service's Code of Conduct and Code of Ethics prior to commencing employment.
- Employees shall be expected to read the document and indicate that they have understood all of the conduct requirements by signing the agreement.
- Employees shall be expected to consistently uphold the agreement during their employment with the Service, contributing to the creation of a discrimination free and inclusive workplace and a healthy workplace culture
- Breaches to the agreement shall be taken seriously which may result in appropriate action taken on behalf of the employee/Service. Action will be appropriate to the breach and may include:
 - Counselling

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- An official warning and note on the employee's file;
- A formal apology
- Demotion; or Dismissal for serious misconduct

4.2 Employee Orientation and Induction Policy

The Service assumes the responsibility to ensure that all employees receive appropriate orientation and induction, which prepares, supports and facilitates their working performance and ongoing capacity for employment within the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Work Health and Safety Act 2011
- NQS Area: 1; 2; 3; 4; 5; 6.1.2; 6.2.1; 6.3.2; 7.1; 7.2.2,7.2.3, 7.3.1, 7.3.2, 7.3.5
- Policies: Educators Practice, Role and Expectations of Educators, Recruitment and Employment of Educators, Employee and Volunteer Grievance, Employee Code of Conduct.

Procedure

- The Director shall take responsibility for the appropriate and ongoing induction and orientation for the new Employees.
- The process shall include the Employee meeting with the Administrator prior to engagement to complete all paperwork relating to their suitability for employment. (This will involve completing appropriate documentation to validate the new employee's Working with Children's Check (WWCC) where one is already held by the candidate.)
- At this time the Employee will be provided with an Educator Information Package which highlights key aspects of the role which must be known and understood by the employee prior to commencing work at the Service.
- A minimum 2 hour induction/orientation session where the Director/ Coordinator will work through the Induction and Orientation checklist with the new employee;
- During the first session of employment, the new employee will be partnered with an experienced educator
- The Educational Leader will provide information about My Time Our Place framework for School Age Care in Australia after the new employee has been in the position for 3 weeks
- The Director/ Coordinator shall work through the Induction and Orientation checklist with the new member of staff. The employee shall be expected to sign that they have received appropriate and effective induction at the end of the orientation period.
- Feedback on the effectiveness of the induction and orientation process will be sought from the new employee by the Director/ Coordinator

4.3 Workplace Health and Safety Policy

For the protection of children, Educators and Management, the Service will ensure that its equipment, facilities and premises are safe and clean in keeping with the requirements of the Work Health and Safety Act, 2011. See also Policy 7.1 for specific obligations relating to emergency equipment and facilities. FLASCA promotes health and safety awareness for all people involved in the Service. Policies and procedures are developed and monitored to reflect safe work practices,

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- Work Health and Safety Act 2011,
- Manual Tasks Code of Practice 2010,
- Hazard substances Code of Practice 2003,
- Manual Tasks involving the Handling of people 2001
- NQS Area: 2.3.2, 2.3.3; 3.1.1, 3.1.2; 3.2.1, 4.2.1; 7.1.1, 7.1.2; 7.2.1, 7.2.2; 7.3.1, 7.3.2, 7.3.5
- Policies: Preventative Health and Wellbeing, Space and Facilities Requirement, Provision of Resources and Equipment, Employee Orientation and Induction, Risk Management and Compliance.

Procedure

- The Approved Provider, in collaboration with the Director, must ensure that there is, at all times, an educator or other appropriate person who is designated as Health and Safety Representative, and who shall report direct to the Approved Provider.
- The Approved Provider in collaboration with the designated Health and Safety Representative shall ensure that the premises in which FLASCA is operated is registered and continues to be registered, as a workplace under the Workplace Health and Safety Act, 1995 and shall keep and display the Certificate of Registration of a workplace as required by law.
- If the Director or other Educator is acting in the role of Health and Safety Representative, the Director shall ensure that person has adequate time, education/training and resources to ensure that she/he is able to fulfil the role as required by the legislation.
- The Health and Safety Representative shall:
 - maintain, in a safe and accessible place, up-to-date, all records and materials required by the legislation and shall be required to provide them to the Director/ Approved Provider on request;
 - monitor educator practices and ensure up to date information is distributed;
 - make recommendations to Management on how to improve current systems;
 - ensure stairs and walkways are kept clear of furniture, equipment and clutter;

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- Ensure equipment is arranged with consideration to its purpose and in relation to other areas of play space.

Dangerous Substances

- The Director must ensure disinfectants, corrosive substances and other poisonous and dangerous substances and items are clearly labelled as per manufacturer safety instructions, marked in their original containers, kept out of reach of children and placed in a child proof storage facility.
- Risk assessments will be conducted for all dangerous substances used at the Service and all educators trained in their safe usage
- Storage of medication, first aid kit, needs to be locked and accessible to educators but not to children.
- Unused or unnecessary substances will be disposed of in a safe manner.
- All hazardous substances will have a MSDS (Material Safety Data Sheet) obtained from the manufacturer which will be kept close to the storage of the product. All hazardous substances are recorded in a register, including a copy of the relevant MSDS. A MSDS is to be completed immediately when handling or using a new hazardous substance.

Maintenance

- The Director/Health and Safety Representative in conjunction with the School Work Place Health & Safety Officer (WHSO), will be responsible to ensure that the Service has adequate heating, ventilation and lighting at all times.
- The Director/Safety Representative will ensure that educators remove from use and have repaired or replaced as soon as possible, all equipment that is faulty or broken.
- Prior to use each day, educators will check all outdoor equipment to ensure it is safe for use, is free from splinters and spiders and free from items which may cause injury.
- Regular periodic inspections of all playground equipment will be conducted
- Hazards identified from these safety checks will be brought to the Director's attention by the educator. The Director/ Health and Safety Representative will complete a hazard report form and forward it to the relevant authority (school and / or Approved Provider)
- Facilities and equipment which are assessed to have potential for injury will not be used or action will be taken to allow safe usage. An entry detailing the problem will be entered into the Staff Communication Book and all staff will be instructed on any restrictions necessary on use of equipment or areas.
- The Director/Health and Safety Representative shall ensure that an approved earth leakage device is installed and operational. Educators will be aware of the location of the power board and how to access the circuits used by the Service.
- Hazards identified from these checks will be entered into a WH&S report and given to the Director, who will then inform the school immediately.
- Facilities and equipment which are assessed to have potential for injury will not be used or action will be taken to allow safe usage. An entry detailing the problem will be entered into the Staff Communication Book and all educators will be instructed on any restrictions necessary on use of equipment or areas.

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- Electrical equipment will be inspected by a qualified and registered electrician annually. This will be organized by the School WH&S Officer. Inspection dates will be recorded.
- Educators will be instructed in the safe use and storage of electrical equipment associated with their work.
- The Director/Health and Safety Representative shall ensure that all fire safety equipment (extinguishers and blankets) are maintained in accordance with the Building Fire Safety Regulation 2008.

Manual Handling

- Management will ensure that all team members have adequate training in relation to lifting and manual handling techniques used at the Service. Educators must use lifting equipment (e.g. hoist) if available.
- The Director/Health and Safety Representative will ensure that appropriate lifting and manual handling techniques are practiced by educators and/or volunteers. Educators must inform the Director/Health and Safety Representative if they have medical or health issues that may place them at risk of injury when lifting or moving people/objects
- Information regarding appropriate lifting and manual handling techniques will be made accessible to educators through the orientation and induction process.

Sharps/Dangerous Objects

- 'Sharps' refers to any object that can pierce or penetrate the skin easily, including needles and/or broken glass.
- As part of the Service daily safety checks educators may be required to dispose of needles/sharp hazards that are found in playground and sandpit areas as well as clean up broken glass that may be contaminated with blood.
- The Director will put together a sharps disposal kit consisting of disposable gloves, appropriate tongs and a strong puncture proof plastic container with a screw top lid.
- For the collection and disposal of needles and/or dangerous objects:
 - Place the container (with lid off) on the ground near the hazard;
 - Use gloved hand or tongs to pick up the needle/syringe by the barrel at the end away from the needle. For other dangerous objects, take care when picking them up;
 - Place the needle/syringe sharp end first into the container. Do not hold the container while you do this. For other dangerous objects, carefully place them into the container. Replace the lid and seal tightly;
 - Dispose of the container by putting in the wheelie bin or taking it to a public sharps disposal bin.
- If you are injured by a used needle:
 - Wash with running water and soap as soon as possible;
 - Apply a sterile waterproof dressing such as a Band-Aid;
 - Seek medical advice from your doctor, local health centre or Hospital.
 - Follow the safe disposal procedures as above and take the needle or syringe with you to the doctor.

Phones

- Management will provide a mobile phone for use at the OOSH Service.
- The mobile telephone is to be used to facilitate communication between the OOSH office and educators engaged in outdoor activities, particularly on the school oval. It is also to be available for use in the event of an emergency evacuation.
- After use, educators and staff should ensure the mobile telephone is kept adequately charged for future use, and that sufficient credit is maintained for its operation.

4.4 Equal Opportunity and Anti-Discrimination Policy

The Service works to ensure that all decisions made promote equality of opportunity for everyone by protecting them from unfair discrimination in certain areas of activity, and from sexual harassment and certain associated objectionable conduct. This document details the procedures and steps taken to promote both equal opportunity and anti-discrimination in the workplace.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Anti-Discrimination Act 1991
- NQS Area: 4
- Policies: Role and Expectations of Educators, Recruitment and Employment of Educators, Volunteers, Workplace Harassment and Bullying, Employee Orientation and Induction, Employee Counselling and Disciplinary Procedures.

Procedure

- In accordance with the Anti-Discrimination Act 1991 the prohibited grounds of discrimination on the basis of certain attributes includes discrimination on the basis of the following attributes: (a) sex; (b) relationship status; (c) pregnancy; (d) parental status; (e) breastfeeding; (f) age; (g) race; (h) impairment; (i) religious belief or religious activity; (j) political belief or activity; (k) trade union activity; (l) lawful sexual activity; (m) gender identity; (n) sexuality; (o) family responsibilities; (p) association with, or relation to, a person identified on the basis of any of the above attributes.
- When making decisions in regards to the workplace and workers, the executive and managers will demonstrate thoughtful decision making processes to minimise the potential for discriminatory practices of either a direct or indirect nature. The executive and managers will ensure that all workers are treated on an equal opportunities basis having regard to the need and capacity of the business and any unreasonable hardship that may result as either an intended or unintended outcome of decisions.

Recruitment and Employment of Educators Policy

The Service strives to follow its transparent processes to employ educators who are qualified and appropriate for the job. The Service also strives to be an equal opportunity employer. To ensure the best possible outcomes through the recruitment and selection process, it is essential to implement practices and procedures to ensure suitable candidates for positions are employed.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Fair Work Act 2009 and National Employment Standards
- Anti-Discrimination Act 1991
- Duty of Care
- NQS Area; 4.1; 4.2.; 7.1; 7.3.
- Policies: Educator Ratios, Educators practice, Role and Expectations of Educators, Educational Leader, Employee Orientation and Induction,

Procedure

Definitions

- **'Equal Employment Opportunity' (EEO)** is ensuring that all employees are given equal access to promotion, appointment or other employment related issues without regard to any factor not related to their competency and ability to perform their duties.
- **'Discrimination'**: is treating an individual with a particular attribute less favourably than an individual without that attribute or with a different attribute under similar circumstances. It can also be seeking to impose a condition or requirement on a person with an attribute who does not comply while people without that attribute do or can comply.
- **Reconciliation**
In accordance with the Service's commitment to reconciliation and promoting a culturally competent workforce, suitably qualified and experienced Aboriginal and Torres Strait Islander applicants will be encouraged to apply for available positions. A statement encouraging Aboriginal and Torres Strait Islander applicants will be included in advertising for vacancies.

Service Responsibilities

- Application of this policy complies with relevant legislation and is designed to facilitate the creation of a workplace culture that maximises performance through employment decisions. Employment decisions are based on real business needs

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without regard to non-relevant criteria or distinctions and will ensure that all decisions relating to employment issues are based on merit.

- Every potential applicant/employee will be given a fair and equitable chance to compete for appointment, promotion or transfer and to pursue their career as effectively as anyone else at the Service. Consistent with this, the Service will not condone and will regard as unfair, any form of unlawful discrimination or vilification including but not limited to) that which relates to:
 - Marital/domestic status, family responsibilities;
 - Disability or physical features;
 - Race, colour
 - Religious belief or activity;
 - Gender and/ or sexual persuasion and/or
 - Medical Record
- Vacant permanent part-time positions may be offered internally if the Approved Provider, in conjunction with the Director/Nominated Supervisor, feels there is a suitable candidate. All decisions relating to promotion and career development will be made without regards to any matters other than the individual's inherent capacity and ability to carry out the position including their performance history.
- If there are no suitable candidates for internal appointment the position will be advertised through appropriate agencies or sources including:
 - Local and District Newspapers;
 - Appropriate Websites including student employment via Tertiary institutions; and/or
 - School Newsletters
- Suitable advertisements should include a description of the position, hours/days required, personal/professional attributes and appropriate qualifications, closing date for applications and Service address. Written applications should include a cover letter, resume and response to the selection criteria where appropriate. (This is particularly relevant to the recruitment of permanent positions such as the Director, Coordinator, Educational Leader and other positions as applicable.)
- Applications received by the due date shall be reviewed by the Director and Coordinator/Educational Leader Suitable candidates should be short-listed for interview. The interview will be conducted by either the Director or Coordinator/Educational Leader.
- The interview process for permanent employees will include a panel of up to three key personnel made up of either:
 - Approved Provider representatives
 - Service representative (i.e., Director or Coordinator /Educational Leader)
- Selection criteria and interview questions based on requirements for the position will be reviewed prior to the interview date by the selection panel.
- The selection panel shall conduct the interview in a professional manner, using questioning techniques to ascertain the candidate's suitability for the position. Should the panel be unable to agree on a suitable candidate, then further interviews may be required.

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- Educators will only be employed (including as volunteers) if, after reasonable enquiries, including at least two reference checks by the Director/Educational Leader (or the Approved Provider in the case of employment of permanent staff) they are appropriate for the job, as contemplated by the Role and Expectations of Educators Policy.
- The suitable candidate shall be contacted by a member of the selection panel to make an offer of the available position and to negotiate starting dates and inform of the orientation and induction process.
- A written letter of offer will be provided to the successful applicant informing them of the decision including the terms and conditions of employment.
- Unsuccessful interviewees will be notified as soon as possible by a nominated person on the interview panel and will be followed up with written correspondence if applicable.
- Copies of staff qualifications, suitability notices and first aid qualifications will be requested by the Service and kept confidentially in individual employee files
- For candidates in receipt of a Working with Children's Check (WWCC) the Service will complete and lodge an application form - Authorisation to confirm a valid card.
- If the candidate is a volunteer, a Working with Children's Check (WWCC) must be sighted prior to working at the Service
- Casual Educators may be employed and /or dismissed at the Approved Provider's discretion. The 'reasonable enquiries' required for employing casual educators will include (but not be limited to):
 - Requesting an appropriate resume from the candidate, including three professional/character referees;
 - The Director/or nominee interviewing the candidate;
 - Contacting at least two referees to check the person's character;
 - Sighting a certified copy of a current working with children suitability notice; and
 - Obtaining a copy of the appropriate qualifications of the person for the relevant job.
- Prior to being selected for a job, whether as a paid employee or a volunteer, the person will be given a written job description and terms of employment (for paid employees) prepared or approved by the Director, Educator/Staff Information Package and access to a full copy of these Policies and Procedures. The successful candidate will be required to sign a declaration that
 - they have received and agree to accept the job on the basis of the materials given to the candidate, and
 - agree to observe strictly the Policies and Procedures of the Service, as modified from time to time.
- All new educators (including volunteers) will be given an induction session, of at least 3 hours duration, by the Coordinator/Educational Leader or another suitable educator nominated by the Director, to ensure that they are aware of (and where relevant) obtains copies of:
 - their terms of employment or engagement (including role description);
 - relevant pay award

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- all Policies and Procedures (including child protection, confidentiality and grievance procedures);
 - information about the philosophy and goals of the Service;
 - the Educator Information Package;
 - National Quality Standards for Education and Care Services
 - 'My Time, Our Place' Framework for School Age Care
 - the physical facilities of the Service;
 - the other educators in the Service and their roles;
 - the Duty of Care owed by educators of a school age care service to children and others; and
 - Any other matters which are necessary to enable the educator to properly do their job within the Service, or which the new staff member reasonably wishes to know.
- The Director shall, in conjunction with the Approved Provider and educators, review their relevant job description and any other requirements relating to the job (e.g. job performance indicators which have been agreed with the educator), at least once each year and shall ensure that any resulting changes to the job description, performance indicators or terms of employment are recorded, and accepted by both parties.
 - The Approved Provider shall review the job description of the Nominated supervisor and/ or Director and any other requirements relating to the job against agreed performance indicators, at least once each year and shall ensure that any resulting changes to the job description, performance indicators or terms of employment are recorded, and accepted by both parties.
 - The Director and the Approved Provider shall ensure that appropriate expert industrial relations advice is sought and obtained as necessary to deal with staffing issues within appropriate legal and industrial standards.

Wages

Wages has been updated to the following: Service wages are paid as per the Children's Services Award; any pay increase is implemented as per the award. All staff will receive a Schedule A outlining their award level on commencement, this will be updated and re-issued any time a change to the employee's wage is made.

Employment of family members/personal friends

The Service may at times employ family members or personal friends of employees or Management members. In these instances, the following will apply in addition to the above employment procedures:

- The relationship will be disclosed on the job application;
- The interview and subsequent appraisal processes will not involve the relevant employee or management member;
- All reference checks will be made by an independent person;
- Disciplinary procedures will be applied consistently, with independent people overseeing and conducting the process: and

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- Timesheets will not be authorised by family members or associated persons. Where the Director has a member of the family working in the Service, timesheets will be authorised by a nominated representative of Management.

4.5 Educator Professional Development and Learning Policy

The Service endeavours to provide adequate relevant ongoing training and development for staff to enable them to better do their job and to properly comply with these Policies and Procedures and other requirements of the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Duty of Care
- Education and Care Services National Law Act, 2010 and Regulations 2011
- 'My Time, Our Place' Framework for School Age Care
- NQS Area: 2.3.4; 4.1; 4.2.1, 4.2.2; 7.1.2, 7.1.3, 7.1.4, 7.2; 7.3.1, 7.3.2, 7.3.5
- Policies: Educators Practice, Role and Expectations of Educators, Workplace bullying and harassment shall not be tolerated or accepted by any employee or Management of the Service - Educational Leader, Performance Monitoring, Review and Management, Employee Orientation and Induction, Employee Qualifications Monitoring Progress, Quality Compliance

Procedure

- The Director will facilitate opportunities for educators to access information for professional development and learning on a regular basis about issues relevant to:
 - the operation of the Service and its Policies and Procedures;
 - legal or other regulatory requirements; and
 - Other issues of interest or benefit to educators to help them better do their job in the overall interests of the Service and the children.
- Professional development includes opportunities to learn or further enhance skills whereas professional learning includes access to information that is required. This information may be accessible through
 - Meetings;
 - Training/information sessions;
 - Workshops.
- The Director, in consultation with the Approved Provider, will wherever possible, within the resources of the Service, bring in specialist or expert presenters to provide training to staff on technical issues.
- The Director and Educational Leader will ask educators on a regular basis to contribute suggestions for training topics.
- The Director will be responsible to ensure that a written record of all professional development of educators is kept and is produced to the Approved Provider for information at least once each year.
- Staff will be paid for attendance at compulsory training sessions and Service team meetings, in accordance with relevant awards.
- The Service shall allocate funds within the budget for training and professional development for staff.

4.6 Educational Leader Policy

The Service acknowledges the need to have a suitably qualified and experienced Educator to lead the development of the program and to ensure the establishment of clear goals and expectations for teaching and learning. The Nominated Supervisor (if not the Educational Leader) will oversee the development and implementation of the educational program for the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Duty of Care
- NQS Area: 1; 2.2.2; 3.1.3; 3.2; 3.3; 4.2; 5.2.1, 5.2.3; 6.1.2, 6.1.3; 6.2.1; 6.3; 7.1; 7.2; 7.3.1, 7.3.2, 7.3.3, 7.3.5.
- Policies: Respect for Children- Educator Ratios, - Educators Practice, - Role and Expectations of Educators, Recruitment and Employment of Educators, Employee Performance Monitoring, Review and Management, Employee Orientation and Induction, Quality Compliance, Approval Requirements under Legislation.

Procedure

- The Approved Provider designate, in writing, a suitably qualified educator and/or experienced educator as the Educational Leader for the Service, and to note this designation on the staff record
- The Educational Leader will be responsible to:
 - Lead the development of the Service program, using “My Time, Our Place: Framework for School Age Care in Australia” to inform and guide children’s learning and development, and ensuring that clear goals and expectations have been established;
 - Ensure that curriculum decision making is informed by the context, setting and cultural diversity of the families and the community;
 - Ensure that the foundation for the program is based on the children’s current knowledge, ideas, culture and interests;
 - Ensure that each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating;
 - Ensure that critical reflection and evaluation of children’s learning and development is used for planning and to improve the effectiveness of the program;
 - Mentor educators in the implementation of the program, provide professional support to assist with further skills and knowledge and provide opportunities for ongoing reflection and feedback on current practices.

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- Ensure that families have opportunities and support to be involved in the program and Service activities as well as contributing to the review of Service policies and decisions

4.7 Employee Performance Monitoring, Review and Management Policy

The Service shall take an active approach to monitoring and managing the ongoing performance of employees to ensure that appropriate knowledge, skill and capacity to perform the position effectively are maintained.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- NQS Area: 4.2; 7.1; 7.2.2, 7.2.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5
- Policies: Educators Practice, Role and Expectations of Educators, Recruitment and Employment of Educators, Educator Professional development and Learning, Volunteers, Employee Orientation and Induction, Quality Compliance

Procedure

- Employee performance shall be managed by the Nominated Supervisor/ Director, and for the Nominated Supervisor/ Director performance will be managed by the Approved Provider/executive office bearers
- Employee performance shall be managed in accordance with indicators which have been developed in relation to their position description.
- Employee performance shall be monitored through implementing an annual performance appraisal process for permanent staff. Such a process shall involve:
 - Employee undertaking a pre-interview self-assessment.
 - A pre-interview assessment from the supervisor or manager.
 - A formal interview where aspects of performance assessments are discussed and will include the identification of strengths, aspirations and areas for improvement; and
- individual development plans are developed and documented to support performance for each employee.
- Staff members being given an opportunity to provide input to improving the Service.
- Casual staff will undergo the performance appraisal procedure in this policy with appropriate frequency to be determined by the Approved Provider and the Director.
- Ongoing feedback about performance will be provided and professional development opportunities monitored and reviewed throughout the forthcoming year. Individual performance progress will be noted on individual development plans

4.8 Volunteers Policy

Volunteers are a valued and integral part of the staffing of FLASCA and are managed in a consistent and professional manner, in accordance with the other policies of the Service, which apply to employed staff, modified only as necessary to reflect the voluntary nature of the role. For the purpose of this policy, volunteers also refer to students who are unpaid and volunteering for skill/knowledge acquisition.

Relevant Laws and other Provisions

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Duty of Care
- NQS Area: 4.1; 4.2.1; 7.1.1, 7.1.2, 7.1.3, 7.1.5; 7.3.1, 7.3.2, 7.3.5
- Policies: Educators Practice, Role and expectations of Educators, Educator Orientation and Induction, Quality Compliance, Risk Management and Compliance

Procedure

- All procedures of **FLASCA**, which are applicable to employees, apply to volunteers except where expressly provided otherwise, or with such necessary modifications to reflect the voluntary nature of the role.
- Volunteers must hold a Working with Children's Check (WWCC) before they begin volunteering. Certified copies of their Suitability Card and/or Positive Notice will be kept on file for all volunteers who volunteer at the Service. A Verification of the Working with Children's Check (WWCC) will be completed by the Director
- Volunteer workers may not be counted towards the educator to child ratios for the Service provided they meet the qualification requirements. Volunteers under the age of 18 must be fully supervised. Risk assessments will be conducted, as necessary, when utilising volunteers.
- An induction process, including Educator Information Package, will be given to provide an opportunity to help volunteers understand:
 - **FLASCA** commitment to an environment which is safe and friendly to children;
 - The Services policies, procedures and code of conduct;
 - Procedures to follow when harm is disclosed;
 - Their rights and responsibilities;
 - What is expected of them;
 - The boundaries of their roles;
 - The roles of key people
 - What to expect if there is an allegation against them or to them
 - Reporting procedures; and Grievance procedures.
- Volunteers must sign in when working at the Service to ensure they are covered by the Approved Provider's insurance policy

4.9 Grievance Policy

FLASCA will maintain a grievance policy to ensure that all educators, families and community members know that complaints and grievances will be taken seriously and investigated promptly and fairly. Complaints and grievances will be investigated and documented in a timely manner. Our complaints and grievance management procedure will be documented in the parent, Approved Provider and staff handbook. We will identify complaints and grievances as opportunities to improve the quality of our service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Privacy Act 1988 and Regulations 2013
- Work Health and Safety Act 2011 and Regulations 2011
- Duty of care
- NQS Area; 4.2; 7.1.1, 7.1.2 7.1.3, 7.1.5; 7.2.2; 7.3
- Policies: Recruitment and Employment of Educators, Volunteers Policy, Workplace Harassment and Bullying, Educator Code of Conduct, Employee Orientation and Induction

Implementation

Most people want to work in a friendly, relaxed environment, but friendly work relationships must be based on mutual respect and consideration. It is important for staff to recognise the difference between personal and professional boundaries. Everyone has a right to work in a safe and nonhostile environment.

What is the workplace?

The 'workplace' extends beyond physical boundaries, extends beyond set hours of work, and includes interactions between people in a work relationship outside the physical boundaries of the work site and outside work hours.

Workplace bullying and harassment are Workplace Health & Safety issues. For individuals it can create high stress levels, mental and physical health, and work performance. It can lead to sickness or stress related leave and can even negatively impact working relationships if not dealt with swiftly. People can become distracted, and this directly impacts productivity and the quality of care they provide.

For the Service, it may result in absenteeism, low morale, and a breakdown of communication and trust which can lead to the loss of valuable staff members. Consequently, Industrial, or legal action may be taken, both as an employer and Approved Provider may be damaged.

To ensure all employees feel comfortable at work, there must be clear procedures as well as a clear understanding of these boundaries, which are in place to address any problems, complaints or concerns efficiently, fairly, and confidentially. These procedures encourage ownership and appropriate assertion whilst providing supportive and transparent guidelines around the processes for managing workplace issues and/or concerns.

Goals

To ensure that all complaints, problems, and concerns are dealt with in an appropriate, supportive and transparent manner; with successful resolution and ongoing conflict management.

To provide an environment where employees and others in the workplace are treated fairly and with respect, free from unlawful discrimination, harassment, vilification, victimisation and bullying.

Definitions**Harassment**

“When someone is made to feel intimidated, insulted or humiliated because of their race, colour, national or ethnic origin; sex; disability; sexual preference; or some other characteristic under antidiscrimination or human rights legislation. It can also happen if someone is working in a ‘hostile’ - or intimidating - environment” (Broderick, 2012).

Victimisation

It is against the law to be discriminated against or harassed on the basis of having made or intending to make a complaint, or if you have helped someone else make a complaint. This includes people who have agreed to be witnesses to a complaint you have raised.

Vilification

Vilification is a public act which incites hatred, severe contempt or severe ridicule of a person or group, because of their race, ethnicity, sexual preference or because they have HIV/AIDS. Vilification is a particularly serious breach of Equal Employment Opportunity laws and will be dealt with accordingly.

Sexual Harassment

Sexual harassment is any unwelcome conduct of a sexual nature, which makes a person feel

offended, humiliated or intimidated. Conduct can be defined as sexual harassment, even if the person did not intend to offend, humiliate or intimidate the other person. However, conduct will not be sexual harassment if a reasonable person, having regard to all the circumstances, would not have anticipated that the conduct would offend, humiliate or intimidate the other person.

Sexual harassment does not have to be directed at a particular individual to be unlawful. Behaviour which creates a hostile working environment for other employees can also be unlawful.

Examples of sexual harassment include, but are not limited to:

- Physical contact such as pinching, touching, grabbing, kissing or hugging.
- Staring or leering at a person or at parts of their body.
- Sexual jokes or comments.
- Requests for sexual favours.
- Persistent requests to go out, where they are refused.
- Sexually explicit conversations.
- Displays of offensive material such as posters, screen savers, Internet material etc.
- Accessing or downloading sexually explicit material from the Internet.
- Suggestive comments about a person’s body or appearance.
- Sending rude or offensive emails, attachments or text messages.

People can be reluctant to take action when they have been sexually harassed because they fear the consequences of making a complaint. They may be afraid to complain due to

- Embarrassment

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- Fear of retaliation
 - Fear of loss of acceptance by colleagues
 - Fear of not being believed
 - Fear of highlighting “difference” from the group norm in the workplace
- FLASCA seek to provide an environment where people do feel comfortable to raise any concerns of harassment – because typically the behaviour won’t just stop if you ignore it.

Discrimination

Discrimination occurs when a person is treated less favourably in their employment because of:

- Race (including colour, nationality, descent, ethnic, ethno-religious or national origin)
- Sex
- Pregnancy (including potential pregnancy)
- Carers’ responsibilities, family responsibilities
- Industrial or Employer association membership, non-membership or activity
- Sexual preference or orientation
- HIV/AIDS
- Spent convictions
- Association (i.e. association with a person who has one or more of the attributes for which discrimination is prohibited)

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- Religious belief or activity
- Marital status, relationship status
- Disability, including physical, mental and intellectual disability
- Age
- Political belief or activity

Discrimination is a form of harassment when the conduct is unwelcome and any reasonable person would expect the behaviour exhibited to offend, humiliate or intimidate.

Bullying

Bullying is repeated, unreasonable behaviour directed towards an individual or group, that creates a risk to health and safety. Unreasonable behaviour means behaviour that a reasonable person, having regard all the circumstances, would expect to victimise, humiliate, undermine or threaten.

Reasonable management action that is carried out in a reasonable way is not bullying.

Strategies

All employees are made aware of the guidelines for managing bullying, harassment and grievances as per the procedures and support structures FLASCA provide.

To ensure any employee who identifies a problem, complaint or concern feels comfortable and supported enough to try to solve the issue informally with the person/people involved.

To disparage malicious claims or allegations and ensure that employees understand these will not be tolerated; and will subsequently then be the subject of their own disciplinary action. Employees will conduct themselves in a professional and discreet manner when involved in any workplace investigations.

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To facilitate an environment of open and consultative avenues for communication in an attempt to mitigate these situations before they escalate.

To provide employees with resources and support needed in order to express concerns immediately, formally and in writing, as the situation demands. The aim is always to try to resolve the issue at the local level in the first instance. Irrespective of the outcome of any grievance investigation, management may choose to investigate the matter further as they deem appropriate.

General Grievance Procedure

The Approved Provider /Co-ordinator ensures staff are aware of the appropriate avenues available to them in the event of a dispute or grievance through Staff Handbook, induction and contract.

Co-ordinator encourages staff to resolve any issues, problems or complaints between themselves in a professional manner.

If staff are unable to solve the grievance between themselves, the Co-ordinator will step in to assist with the grievance.

Should the staff members have a grievance with the Centre Co-ordinator that they are unable to resolve, they should refer their grievance to the Approved Provider Representative, usually the Educator Liaison.

If the general grievance is unable to be resolved at a Centre level with the assistance of the Approved Provider Representative, the grievance will be escalated to the approved provider, FLASCA Committee.

Formal Grievance Procedure

Where the resolution of a grievance has not been satisfactorily achieved Co-ordinator initiates a formal procedure in consultation with a Approved Provider Representative.

Co-ordinator informs all involved parties that a Formal Grievance procedure is being undertaken. A minimum of 24 hours' notice is given for all parties to attend a meeting.

All parties may invite a support person to the meeting. Support person is not permitted to contribute to the conversation.

Co-ordinator informs a Approved Provider Representative of the meeting

Co-ordinator/ the Approved Provider Representative facilitates a resolution being found and keeps detailed notes of the dispute throughout the meeting using a Record of Grievance.

Agreed actions are decided upon between all involved parties. These are documented and signed by all parties.

Co-ordinator files signed Record of Grievance in Staff Records Folder under each party's file.

Co-ordinator schedules a review of the grievance and proposed resolution/actions at an appropriate time. Advises the Approved Provider Representative.

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If one party remains dissatisfied, Co-ordinator records and reports to the Approved Provider Representative.

The Approved Provider Representative/Co-ordinator review the Grievance process and records and make a recommendation for further action.

Co-ordinator relays this decision to the dissatisfied party.

If the staff member is not satisfied with the outcome and recommendations made, opportunity for the involvement of an external agency is provided.

All documentation is filed in a confidential place at the Service.

Policy Availability

Grievance Policy will be readily accessible to all educators, staff, families, and visitors to FLASCA. We welcome any feedback or reflection upon this policy.

4.10 Workplace Harassment and Bullying Policy

All employees have the basic right to work in a place where they are valued, respected and appreciated by their colleagues, supervisors and employers. Workplace harassment and bullying can be detrimental to the ongoing health, well-being and sense of safety for employees. The following guidelines shall be implemented by the Service to ensure workplace bullying and harassment is not tolerated and that appropriate procedures for managing reports of bullying and harassment are in place.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Commission Act 2014
- Work Health and Safety Act 2011 and Regulations 2011
- Prevention of Workplace Harassment Advisory Standard 2004
- Duty of Care
- NQS Area: 4.2; 7.1.1, 7.1.2, 7.1.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5
- Policies: Role and Expectations of Educators, Volunteers Policy, Employee Code of Conduct, Employee Orientation and Induction.

Procedure

Definition

- Workplace harassment/bullying is verbal, physical social or psychological abuse by your employer or manager), another person or group of people at work. Workplace harassment and bullying occurs when a person is subjected to repeated behaviour, other than behaviour amounting to sexual harassment that:
 - Is unwelcome and unsolicited; and
 - The person considers to be offensive, humiliating, intimidating or threatening; and
 - A reasonable person would consider to be offensive, humiliating, intimidating or threatening
- For the purpose of this policy, workplace bullying and/or harassment means behaviour that is repeated or occurs as a pattern of behaviour and may include:
 - Abusing a person loudly, usually when others are present;
 - Repeated threats of dismissal or other severe punishment for no reason;
 - Constant ridicule and being put down;
 - Leaving offensive messages on email or the telephone;
 - Sabotaging a person's work, for example, by deliberately withholding or supplying incorrect information, hiding documents over equipment, not passing on messages and getting in trouble in other ways
 - A Manager setting unreasonable timelines or constantly changing deadlines for an employee to meet or setting tasks that are unreasonably below or beyond a person's skill level;

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- Maliciously excluding and isolating a person from workplace activities;
- Persistent and unjustified criticisms, often about petty, irrelevant or insignificant matters;
- Humiliating a person through gestures, sarcasm, criticism and insults, often in front of customers, Management and other workers;
- Spreading gossip or false, malicious rumours about a person with an intent to cause the person harm.
- It shall be acknowledged that the impacts of bullying and harassment can be traumatic and may result in employees suffering stress, feelings of isolation at work, anxiety, loss of self-esteem, loss of financial security, loss or deterioration of personal relationships, physical symptoms of stress such as headaches, backaches, stomach cramps and depression.
- Some types of workplace bullying are criminal offences therefore instances of violence, physical assault and/or stalking will be reported to the Police Service immediately.

Scope

- Workplace bullying and harassment shall not be tolerated or accepted by any employee or Management of the Service . Therefore this policy and procedure is not limited to the workplace or working hours and will include all work related events including but not limited to:
 - Team meetings;
 - Family events organised by the Service;
 - Celebratory functions;
 - Other events organised by the Service in public or private locations
- This policy relates to, but is not limited by the following types of communication:
 - Verbal communication, either over the telephone or in person in the workplace, and outside of it;
 - Written communication including letters, notes, minutes of meetings etc;
 - Internal and external communication including emails, faxes and/or text messages.

Standards of behaviour

In line with the Service's commitment to creating a workplace that is free from workplace health and safety risks and one which strives to create positive working relationships, all those covered by this policy and procedure are expected to observe the following minimum standards of behaviour, including:

- Being polite and courteous to others;
- Being respectful of the differences between people and their circumstances;
- Ensuring they do not engage in any bullying behaviour towards others in, or connected with the workplace. This includes hurtful remarks or attacks and making fun of a person or their work (including references to family, sex, sexuality, gender identity, race or culture, education and economic background);
- Ensuring they do not assist, or encourage others in the workplace, or in connection with the workplace to engage in bullying behaviour of any type;
- Adhering to the Service's grievance procedures, as listed further in this policy, if they experience any bullying behaviours personally;

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- Reporting any bullying behaviours they see happening to others in the workplace, or connected with the workplace in line with the grievance procedure in this policy;
- Keeping information confidential if involved in any investigation of bullying.

Responsibilities

- It is the responsibility of all employees to not participate in discriminatory or harassing behaviour within the workplace. The Approved Provider/ Director is accountable for ensuring professional standards of conduct are observed at all times and to take immediate preventative action in any situation that has the potential to be construed as harassment. This means acting as a role model for staff to demonstrate appropriate behaviour. Incidents of harassment are to be treated seriously and immediate action must be taken to deal with complaints. If you believe you are being harassed in any way, **do not ignore it**. Take action in the following manner:
 - Tell the other person in a direct and firm manner that their behaviour is offensive and unacceptable. However, telling the person may not be enough to stop the unwelcome behaviour so be prepared to take further action.
 - Keep diary notes of all incidents with details of the harassment, dates and times, name(s) of offending party (i.e.), and any response you made.
 - Discuss the situation with the Director or member of Management.
 - Adhere with Consultation and Dispute Resolution Clause in the Award

Grievance procedure

- Grievance procedures shall be made available to employees and clearly articulated in the Educator Handbook. All reports of harassment and/or bullying behaviour shall be managed in accordance with the Service's grievance procedures which include:
 - Reporting the grievance to the Director, through the appropriate channels;
 - Arranging for a meeting with the complainant to discuss the nature of the alleged complaint and or grievance;
 - Documenting all conversations regarding the grievance and all alleged instances of harassment or bullying, when they occurred, who was involved, what actually happened and any witnesses or other relevant information;
- The Approved Provider may seek expert advice from their employer association in managing any alleged instances of harassment or bullying in the workplace with appropriate dispute resolution Services accessed as required and upon professional advice.
 - It shall be acknowledged that the impacts of bullying and harassment can be traumatic and may result in employees suffering stress; feelings of isolation at work; anxiety; loss of self-esteem, loss of financial security; loss or deterioration of personal relationships; physical symptoms of stress such as headaches, backaches, stomach cramps; and depression.
 - Physical assault must be reported to the Police Service immediately.
 - Grievance procedures shall be made available to employees and clearly articulated in the Educator Information Package.
 - Employees shall be informed of their right to join a Union.

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- All reports of bullying shall be managed in accordance with the grievance procedures which will include:
 - Reporting the grievance to the Approved Provider through appropriate channels.
 - Documenting all conversations regarding the grievance and all alleged instances of harassment or bullying, when they occurred, who was involved, what actually happened and any witnesses or other relevant information.
 - Approved Provider shall seek expert advice from their employer association in managing any alleged instances of harassment or bullying in the workplace.
 - Approved Provider shall arrange for a meeting with the offender to discuss the nature of the alleged complaint and / or grievance.
 - Appropriate dispute resolution Services shall be accessed as required and upon professional advice.
 - In the first instance, the Approved Provider shall seek to conciliate the grievance via the complainant and the respondent agreeing to a solution.

Confidentiality

- Whilst all endeavours will be made to preserve the confidentiality of the complainant and the person accused, it may be necessary to speak with other workers or people involved to determine what happened and to maintain the integrity of the investigative process.
- Those people who are involved in the complaint including the complainant, witnesses etc) are also under a duty to maintain confidentiality and display a commitment to uphold the integrity of the investigation process. If the complainant chooses to bring a support person with them to any meetings, they too are bound by confidentiality. Gossiping and/or the spreading of rumours as a result of, or in connection with, a process followed under this policy will not be tolerated under any circumstances and may lead to further disciplinary action for those concerned.
- All meetings will be documented with minutes recorded and treated in a confidential manner. Information including letters of complaint and meeting minutes will be stored confidentially.

Outcomes

- The outcomes of formal or informal complaint procedures will depend on the nature of the complaint, it's severity and what is deemed appropriate in the relevant circumstances. Where the results of an investigation procedure suggest that an individual is guilty of bullying, appropriate disciplinary procedures will be followed in line with the Employee Disciplinary Procedure Policy (Policy 8.1). Disciplinary action will depend on the nature and severity of the behaviour and may include termination of employment, which may be instant dismissal where serious misconduct is deemed to have occurred.
 - In addition to procedures articulated in the Employee Counselling and Disciplinary Procedures policy(Policy 8.15). Disciplinary action will depend on the nature and severity of behaviour and may include termination of

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employment, which may be instant dismissal where serious misconduct is deemed to have occurred.

- In addition to procedures articulated in the Employee Counselling and Disciplinary Procedures Policy, other action may be deemed necessary to resolve or remedy the behaviour complained of, including but not limited to:
 - Providing training to employees concerned regarding bullying;
 - Requiring employees who have breached this policy to apologise to appropriate person(s);
 - Adjusting work arrangements where appropriate;
 - Providing counselling to employees (complainant and the person complained of);
 - Placing employees on performance improvement plans to ensure improved behaviour; and/or
 - Providing coaching and mentoring.

4.11 Employee Leave Policy

The Service Approved Provider seeks to ensure that all employee leave and entitlements are managed in accordance with clearly articulated guidelines so as not to negatively impact on the operations of the Service. This policy shall include all applicable forms of leave and relevant entitlements.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Act, 2010 and Regulations 2011
- Children's Services Award - State 2012
- National Employment Standards
- Fair Work Act 2009
- NQS Area: 4.1; 7.1.1, 7.1.2, 7.1.3; 7.3.2, 7.3.4, 7.3.5
- Policies: Educator Ratios, Role and Expectations of Educators, Recruitment and Employment of Educators, Quality Compliance Policy

Procedure

- All permanent employees seeking to take extended leave such as Annual Leave or Leave without pay shall submit their request in writing to the Approved Provider at least two weeks prior to such leave being requested.
- Management shall approve such leave unless the impact of leave is detrimental towards the successful operations of the Service. Should leave be not approved, then the employee shall be entitled to have notification and rationale within 3 working days of the original request for leave.
- All sick leave shall be reported to the immediate supervisor of that employee to ensure a suitable replacement can be obtained. In the event that this employee is the Director, then such report shall be made to the person expected to assume responsibility for the Service on that day or throughout the duration of leave. Typically this person would be the Director. This person would also need to hold a Supervisor Certificate. In addition, for roles reporting to the Approved Provider, the absence must also be reported to the Chair of the Approved Provider.
- Management shall ensure that employees do not accrue any more than 6 weeks annual leave per annum.
- This shall be monitored through providing a balance sheet with annual audited reports documenting leave accruals.
- Employees shall receive notification of their leave accruals on their weekly payslip.
- All types of leave shall be appropriately recorded on rosters and timesheets.

4.12 Employee Online Social Networking Policy

The Service acknowledges that employees may access online social networking sites such as Facebook, twitter, msn and various chat rooms to interact with friends, family and colleagues. This policy aims to establish guidelines on the access and outside work usage of online social networking, with the aim of preventing misrepresentations of the Service and/or its stakeholders.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Work Health and Safety Act 2011
- Privacy Act 1988 and Regulations 2013
- Duty of Care
- NQS Area: 4.3.1; 7.2.3, 7.3.2.
- Policies: Anti-bullying, Role and Expectations of Educators, Workplace Harassment and Bullying, Employee Code of Conduct.

Procedure

Definition

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

- Social networking sites: Facebook and LinkedIn;
 - Video and photo sharing websites: YouTube, Tik Tok, Instagram
 - Blogging and micro blogging sites: Twitter
 - All forums and discussion boards;
 - Wiki’s: Wikipedia;
 - E-learning portals (i.e. www.mytimeourplace.com.au).

Responsibilities

- Good judgement and common sense must be used to ensure the reputation of the Service, its employees and stakeholders are not harmed during the use of social networking media. Once something is placed online, it spreads quickly and cannot be retracted.
- While the Service does not wish to control personal private information released outside of work hours, any image, comment or status distributed by an employee that damages the reputation of the Service, its employees and other stakeholders, will be treated as a serious breach of this policy and may result in disciplinary action.
- When using social networking media, the following guidelines must be adhered to at all times:
 - Children of the Service should not be included as ‘friends’ on social networking sites;

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- Offensive comments are not to be made about fellow employees online. This will be viewed as cyber bullying. Even if comments are not made directly, they may still be viewed indirectly by multiple people;
- The Service name shall not be mentioned in online posts and statuses. This is the best way to ensure that the Service's reputation is safeguarded. If it is necessary for an employee to speak about their place of employment online, they are to refer to 'work' and not to the Service name;
- Work-related problems, tasks and ventures should not be discussed online. Confidentiality must be maintained at all times;
- Be clear that your personal views are yours, and not necessarily the views of the Service Management and/or Stakeholders;
- Photos of employees in work uniform are not to be placed online;
- If anything is posted online by others which may harm the reputation of the Service, its employees or stakeholders, and you have the capacity to delete such information, the Approved Provider asks that you do so immediately.
- If something potentially dangerous to the image or people of the Service is found online, bring this to the attention of the Director. This should be done immediately and the information should not be shared with others.

4.13 Employee Immunisation Policy

The Service acknowledges its obligation as an employer under the Work Health and Safety Act 2011, to ensure the workplace health and safety of employees and others. This extends to limiting exposure to health and safety risks that may arise from the incidence of vaccine-preventable diseases in the workplace. Vaccination of employees and volunteers is not a mandatory requirement under relevant legislation, however it is considered by this Service to be a best practice approach to avoiding a vaccine-preventable disease outbreak.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Work Health and Safety Act 2011
- Duty of Care
- Staying Healthy in Childcare
- NQS Area: 2.1.1, 2.1.4; 4.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.
- Policies: Infectious Diseases, Preventative Health and Wellbeing, Infectious Diseases Response Strategy, Employee Orientation and Induction, Employee Health.

Procedure

- All employees and volunteers working with children in the Service should be up to date with all the vaccinations that are recommended for adults.
- All employees and volunteers working with children in the Service should consider additional/special vaccinations, recommended due to an increased risk of exposure in the workplace.
- Employees/volunteers will be required to complete an employee immunisation record as part of the Service employment process.
- Each record shall be maintained confidentially in the employee/volunteer's file.
- Any expenses associated with completing the immunisation record such as blood tests and medical fees shall be incurred solely by the employee/volunteer.
- Employees/volunteers who regularly work at the Service will be eligible to be reimbursed for influenza vaccination annually.
- Any employee or volunteer conscientiously objecting to Vaccination shall articulate their position in writing, accepting responsibility for their own individual choice to do so. This document will be maintained confidentially in the employee/volunteer's file.
- Conscientious objectors may be required to seek further advice from a medical authority to support them to clearly understand such position. In such cases additional procedures will be relevant to those employees/volunteers should an outbreak of any vaccine-preventable disease occur in the workplace, this will include, but not be limited to:

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- Exclusion from the workplace; and/or;
- Restrictions as advised by the relevant health authority.
- Such exclusion would be without pay if that person is a paid employee of the Service.

4.14 Employee Disciplinary Policy

The Service acknowledges that, from time to time, employee behavior and performance may fall below the expected standards as detailed in the specific job description and orientation/induction processes. The purpose of this policy is to establish an equitable and consistent approach to addressing unsatisfactory work performance and/or conduct by:

- Ensuring counselling takes place to reinforce the expected performance or conduct standards;
- Establishing a process under which warnings may be issued and discussed; and
- Providing for disciplinary action when performance or conduct does not improve.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Duty of Care
- Fair Work Act and Regulations 2009
- Prevention of Workplace Harassment Advisory Standard 2004
- Privacy Act 1988 and Regulations 2013
- Relevant Industrial Award or Agreement
- NQS Area: 4.2; 7.1.1, 7.1.2; 7.2.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.
- Policies: Role and Expectations of Educators, 8Volunteers, Employee and Volunteer Grievance, Employee Performance Monitoring, Review and Management, Employee Code of Conduct, Employee Orientation and Induction, Fit for Work, Information Handling (Privacy and Confidentiality)

Procedure

Definitions

- 'FLASCA Committee Executive; the office-bearing members of the OOSH Approved Provider
- 'Counselling': the discussion and analysis of issues concerning an employee's misconduct.
- 'Misconduct': when an employee breaches their obligations under their contract of employment. Examples of misconduct may include but are not limited to:
 - Breaches of -
 - Policies; or
 - Codes of conduct; or
 - Other reasonable instructions; or
 - Unauthorised absence from work.
- 'Serious Misconduct': when an employee breaches their obligations under their contract of employment to an extent that it is reasonable to discontinue their employment. Examples of serious misconduct may include but are not limited to:
 - Dishonesty and fraud;

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- Bullying, fighting or abusive behaviour;
- Sexual harassment;
- Drunkenness and drug use;
- Acting in an unsafe manner;
- Misusing confidential information;
- Damage or misuse of Service equipment and resources;
- Breach of any act or legislation relating to their employment.
- 'Disciplinary action': action taken by the organisation to deal with misconduct or serious misconduct, including by way of warning, 'show cause' meeting or dismissal.

Service responsibilities

- This policy sets out the Service's counselling and disciplinary action procedures for use in cases of misconduct and serious misconduct by Service employees.
- The principal objective of counselling employees is to draw alleged misconduct to the attention of an employee and, where substantiated, to explain to the employee the consequences of their misconduct and to assist them in achieving and maintaining a standard of behavior that is consistent with the Service's policies, procedures and practices.
- The disciplinary action procedures are designed to address employee misconduct that impedes the operation of the Service whilst ensuring that the employee concerned is accorded procedural fairness in a timely way. Service Management reserves the right to amend its procedures depending on the circumstances of each situation and the nature of the misconduct involved.
- The Service will take prompt action to address all allegations of misconduct, irrespective of whether they are minor or more serious in nature. If action (counselling or disciplinary action) cannot be taken immediately, the employee concerned should be advised as soon as possible of when and where the action will take place.
- In cases of serious misconduct, the Service Director may, in consultation with the FLASCA Committee Executive, conduct a workplace investigation. The employee who has been accused of the misconduct will be informed of the matter both verbally and in writing, and will be advised that they may be stood down (on full pay) until the workplace investigation has been completed. The workplace investigation will include the gathering of relevant information, written statements, interviews, documents and records. Other employees may need to be interviewed as part of the investigation. The results of the investigation may be used by Management to determine the appropriate course of action.
- Where the Service Director has not observed the alleged misconduct first hand, sufficient facts must be gathered to allow a determination to be made about the seriousness of the conduct and the appropriate action. As part of the process of establishing the facts, the Service Director should:
 - Assess relevant documentation;
 - Interview person/s who may (or should) have knowledge of the employee's behaviour, and
 - Document what has occurred.
- The Service's counselling and disciplinary action procedures have three distinct, but not necessarily sequential, components;

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- Informal counselling (face to face feedback);
 - Formal counselling; and
 - Disciplinary action (including warnings, 'show cause' meetings and dismissal).
- The decision as to which of the three components should apply will depend on the seriousness of the employee's alleged misconduct (based on the facts and circumstances observed by, or reported to, the Service Director)
 - The Service Director must notify the FLASCA Committee of any cases of alleged serious misconduct, and the FLASCA Committee shall determine the appropriate response having regard to any relevant matters, including advice and information from the Service Director. In such cases, the FLASCA Committee may, in its discretion, decide to proceed by way of formal counselling or disciplinary action.
 - All persons involved in any way with counselling or disciplinary action procedures must maintain confidentiality at all times. The employee who is the subject of the allegation of misconduct may choose to discuss the matter with a nominated support person and may elect to bring that person to any interview, formal counselling session or 'show cause' meeting.

Informal counselling

- Informal counselling (or face to face feedback) will normally occur when, in the Service Director's opinion, the employee's behavior amounts to misconduct rather than serious misconduct. The feedback given during informal counselling must be constructive and designed to encourage the employee to achieve and maintain expected standards of conduct
- The employee should be:
 - Advised of how the behaviour is inconsistent with the Service's expectation and their obligations under their contract of employment;
 - Provided with an opportunity to respond to the concern/s and to raise any other matters that they consider to be relevant; and
 - Invited to participate in devising a corrective action plan to achieve the standard of conduct expected of them.
- After the informal counselling session, the Service Director must make a diary note of the discussion, and, where appropriate, plan a subsequent discussion with the employee to review their conduct.

Formal counselling

Formal counselling will normally occur when:

- The employee has previously been counselled informally but their conduct has not improved to the expected standard; or
- The employee's misconduct is such that, in the opinion of the Service Director, formal counselling is more appropriate than informal counselling; or
- The employee's misconduct is serious misconduct and the FLASCA Committee has decided to proceed by way of formal counselling.

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The formal counselling session will take place as soon as possible after the misconduct is identified with the employee being advised in writing of:

- When and where the session will take place;
- The matter/s that will be discussed (i.e. specific details of the alleged misconduct)
- Their opportunity to respond; and
- The opportunity for them to bring a support person/observer to the session.

Any member of the FLASCA Committee Executive, or their delegate, may attend the formal counselling session. At the session, the Service Director and employee will review and discuss the allegations and their responses to these allegations as well as additional incidents, information and prior corrective action plans. At the conclusion of the formal counselling session the member of the FLASCA Committee and the Service Director will complete an Employee Counselling Report (to be signed and dated by the employee as a true and correct record) setting out the general nature of the matters discussed, and the agreed actions and their timeframes. A copy of the report will be provided to the employee with a letter confirming:

- The issue of concern;
- Any assistance/support to be provided (if relevant);
- Date and time for subsequent meeting; and
- The possibility of disciplinary action should there be:
 - Further misconduct; or
 - Any failure to discharge the agreed actions within the requisite timeframes as set out in the Employee Counselling Report.

Disciplinary action

Disciplinary action may be taken where an employee's misconduct continues notwithstanding previous counselling or the misconduct is serious misconduct. Disciplinary action may include written warnings and/or termination of employment. Where, in cases of alleged serious misconduct, the FLASCA Committee decides to proceed by way of disciplinary action, it may choose, in its discretion, to proceed with disciplinary action by written warning or 'show cause' meeting or instant dismissal.

Written warnings

- A written warning may be given to an employee when:
- The employee has been formally counselled and has not met the required standards or expectations of the Service; or
- The employee's misconduct amounts to serious misconduct.
- The purpose of a written warning is to:
- Identify and record the nature of the employee's misconduct;
- Make clear the conduct expected of the employee;
- Outline the support and/or training to be provided to the employee, if any;
- Indicate the timeframe for review of the identified issue/s; and

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- Advise the employee of the potential for further disciplinary action ('show cause' meeting and/or dismissal) should they fail to meet the standard of conduct required of them.

'Show cause' meeting

The purpose of this meeting is to ask the employee to show cause as to why their employment should not be terminated. Depending on the circumstances, the employee may be stood down on full pay until a meeting is scheduled. Employees will be required to respond, in writing, prior to the scheduled meeting, addressing the allegations and stating their reasons why employment should not be terminated. Requests for an employee to attend a 'show cause' meeting shall be made in writing outlining:

- When and where the meeting will take place;
- Who else will be involved in the meeting;
- The specific issue that will be discussed (i.e. alleged misconduct);
- Their opportunity to respond; and
- The opportunity for them to bring a support person / observer to the meeting.

A member of the Approved Provider, or their delegate, and a member of the Approved Provider, or their delegate, should attend the 'show cause' meeting. At the meeting the Approved Provider Representative/s, Service Director and employee will review and discuss the allegations, the employee's responses to these allegations, as well as any other or additional incidents, information and prior relevant corrective action plans. A decision about the employee's continued employment will be made at this meeting in the form of a recommendation made on behalf of the FLASCA Committee to the Association Executive. Employees terminated as a result of misconduct will be given notice as per their Industrial Award and will receive any outstanding leave entitlements. Terminated employees will be issued with a Statement of Service. Management reserves the right to seek independent Industrial Relations advice to assist in the process.

Instant dismissal

- Serious misconduct may result in the instant termination of employment.
- The FLASCA Committee may decide, in its discretion, whether the serious misconduct is such that instant dismissal is warranted. In any such case, the FLASCA Committee must make a recommendation to the Association Executive forthwith.
- Management reserves the right to seek independent Industrial Relations advice to assist in this process.

Management responsibilities

The Approved Provider is responsible for ensuring that:

1. the Service adheres to the disciplinary process;
2. reasonable support is provided to ensure the process is fair; and
3. the employee has every reasonable opportunity to change the unsatisfactory pattern of their behaviour.

Quality Area 4: Staffing Arrangements

At each stage of the disciplinary process, Management may obtain advice, particularly in the preparation of written warnings and/or termination. This process shall be implemented within the context of the appropriate industrial awards and in accordance with relevant State and/or Commonwealth legislation.

References

- Australian Human Rights Commission. (n.d.). Information for Employers. Retrieved from Sex Discrimination and Sexual Harassment: www.humanrights.gov.au/commission-website-information-employer
- Australian Human Rights Commission. (n.d.). Information for Employers. Retrieved from Writing an Effective Sexual Harassment Policy: www.humanrights.gov.au/commission-website-information-employers-0
- Community Management Solutions. (2013). Workplace Bullying and Harassment Toolkit. Discrimination and Sexual Harassment Policy.
- Protective Behaviours Consultancy Group of New South Wales Inc. (2007 3rd edition). The Protective Behaviours Program. Using PB with Kids. New South Wales, Australia: The Protective Behaviours Consultancy Group of NSW Inc .

4.15 Determining the Responsible Person Policy

The Approved Provider must ensure that the education and care Service has a responsible person in day-to-day charge of the Service. This policy outlines the process for determining the responsible person.

Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- NQS Area:7 Governance and Leadership. .
- Policies: Role and Expectations of Educators, Recruitment and Employment of Educators, Quality Compliance, Approval Requirements under Legislation, Information Handling (Privacy and Confidentiality).

Procedure

A responsible person must be present at all times when the Service is educating and caring for children. If the Approved Provider or Nominated Supervisor is absent, an appointed Responsible Person will be placed in day to day charge of the Service.

The Nominated Supervisor of the Service must meet the requirements/conditions of the *Education and Care Services National Law Act 2010 and Regulations 2011*

In the absence of the Nominated Supervisor, the Approved Provider or Nominated Supervisor will designate an educator, with their written consent, to be placed in day to day charge of the Service. This person must meet the requirements/conditions of the *Education and care Services National Law 2010 and Regulations 2011* with regard to ensuring suitability and that they are not prohibited under the *National Law*.

In determining the responsible person, the Approved Provider and/or Nominated Supervisor must determine if that person is suitable. This means considering the capacity of this person to ensure children's safety and wellbeing, having regard to their qualifications, skills, knowledge, work experience and age. This includes the person's:

- understanding of the Education and Care Services National Law 2010 and Regulations 2011 and compliance
- Understanding of other relevant laws, regulations and provisions such as Child protection, Confidentiality, Grievance Management, Work Health, Food Handling etc
- Capacity to supervise, manage and lead other educators
- Ability to attend to parent enquiries(either directly by or by referral)
- Capacity to implement emergency and evacuation procedures
- Ability to respond to incidents involving children's health and safety

Quality Area 4: Staffing Arrangements

- Ability to respond to incidents involving the health and safety of educators, volunteers and family members present at the Service
- Knowledge (extensive) of Service policies and procedures including opening/closing procedures
- Capacity to ensure the safety and wellbeing of all children being educated and cared for while they are the responsible person
- Ability to effectively make written records of incidents;
- Ability to effectively communicate with children, families, staff, school and relevant authorities
- Ability to reflect and evaluate their performance as the responsible person; and
- Ability to understand and articulate practice
- The Approved Provider (or Nominated Supervisor on their behalf) will maintain a record with sufficient evidence of the educator's assessed capability, and keep it on file to demonstrate compliance to the Regulatory Authority e.g. Determining the Responsible Person Checklist, Delegation and Consent form. This will help to show that reasonable steps have been taken to comply with obligations under the *National Law*
- The Approved Provider (or Nominated Supervisor) will maintain a staff record including the name of the responsible person at the Service for each time that the children are being educated and cared for by the Service.
- In accordance with regulatory requirements, a sign stating the name and position of the responsible person in charge must be displayed at all times children are being educated and cared for.(Regulation 173)

4.16 Dress Code Policy

The Approved Provider requires that educators and other staff, engaged to work with children in OOSH, present themselves and wear a standard of dress appropriate to the circumstances and environment in which they will be working. In administering this policy, consideration will be given to any work, health and safety requirements as well as the need to ensure that clothing worn by educators is neither offensive nor hazardous.

Procedure

A high standard of personal presentation is required from all educators and other staff at all times whilst on duty at the Service. Educators are required to maintain a high level of personal hygiene and all clothing should be clean, pressed and in good condition. Failure to follow the coordinator's direction and/or blatant violation or repeated violations of this policy may result in disciplinary action.

Dress Code:

Educator's dress and appearance should be professional and conducive to active participation with children. Clothing worn to comply with cultural or religious standards is allowable as long as it does not pose a foreseeable risk to health and safety at work.

Educators will not be permitted to wear clothing that is:

- Tight or revealing (i.e. midriff tops, clothing that reveals undergarments, shirts with spaghetti straps, low-cut tops); or
- Displaying inappropriate images or words; or
- Damaged, including clothing that is ripped or torn.

Educators will be required to consider the appropriateness of clothing when actively working with the children. Shorts and/or pants are required to be no shorter than mid-thigh length with consideration given to ensuring that no part of their buttocks are exposed.

If the coordinator determines that the educator's dress or appearance does not comply with this policy, a determination will be made as to whether the educator is allowed to remain at work or must leave work to change his/her dress. In any circumstance that an educator is requested to return home and change the coordinator will ensure that the educator/child ratios of the Service are maintained.

Personal Protection Clothing:

In order to comply with the SunSmart Policy of the Service, educators and other staff will be required to wear a broad-brimmed hat when outdoors.

Educators will be responsible for supplying their own broad-brimmed hat and ensuring it is at the Service when required.

Educators will be required to wear enclosed and protective footwear at all times.

The standard requirement will be a sandshoe or jogger however, consideration may be given to other types of footwear provided that it encloses the foot and is not a strap-on type of footwear.

All footwear must meet the work, health and safety requirements of the Service and be conducive to active participation with the children.

Personal Safety:

Educators or other staff with long hair are required to secure their hair and tie it back when working with the children and/or handling and preparing food.

Work, health and safety requirements must be considered when determining if excessive jewellery, jewellery, body piercings and/or other accessories worn by educators are appropriate when working with children. Educators will be encouraged to:

- Wear small sleeper or stud type earrings; and
- Minimise the wearing of large or protruding rings; and
- Minimise the wearing of long, dangly necklaces; and
- Minimise the amount of jewellery worn when working with the children.

To ensure their safety and that of the children and colleagues, educators are requested to maintain their fingernails at a safe and workable length and to minimise any nail decorations and/or embellishments.

Personal Appearance

Educators are expected to maintain a high standard of personal care, ensuring that their:

- Hair is clean and tidy;
- Personal hygiene includes deodorant and/or antiperspirant;
- Choice of clothing is laundered and kept in good repair.

The Service acknowledges the educator's right to individual cultural and creative expression through piercings (facial, tongue or body) and/or tattoos however, there is an expectation for educators to ensure that:

- All piercings comply with the Service's work, health and safety requirements; and
- Tattoos visible to children and families are non-offensive.

Policy Availability

Dress Code Policy will be readily accessible to all educators, staff, families, and visitors to FLASCA We welcome any feedback or reflection upon this policy.

4.17 Confidentiality Policy

In order to protect children and better provide its services, the Service seeks and deals with personal and sensitive information relating to families, children and others. FLASCA respects the privacy of all individuals and seeks only information which it needs for these purposes and handles that information with confidentiality and sensitivity and in keeping with legal requirements. The Service supports the principles of privacy and confidentiality. The types of information we collect include personal information on employees, children and families which is used in the operation of the Service. Personal information collected includes: - names, addresses and contact numbers for family members, children's medical details, qualifications, recognised training and/or positions.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Privacy Act 1988 and Regulations 2013
- Family and Child Commission Act 2014
- NQS Area: 7 Governance and Leadership
- Policies: Reporting Guidelines and Directions for Handling disclosures and Suspicions of Harm, Use of Photographic and video Images of Children, Observational recording, 8. Recruitment and Employment of Educators, Employee Performance Monitoring, Review and Management, Enrolment, 9. Communication with Families, Complaints Handling

Procedure

- Through this policy and Policy 10.24 the Service complies with the Australian Privacy Principles under the Privacy Act 1988 and Regulations 2013.

The Service gathers only the information it needs in order to provide its Services and protect and care for children, families and educators. Types of information we collect includes (but not limited to)

- Personal information on employees, such as emergency contact details, qualifications, recognised training and places of previous employment; and
- Personal information for children and families including Centrelink Customer Reference Numbers, names, addresses and contact details for family members and authorised nominees, and children's medical details
- Obtains the written consent of persons to the use of the information by the Service in connection with providing the Services, delivering the program and complying with its Duty of Care to children, staff and other persons, including those giving the information. This is done through the enrolment and other related procedures as new information is received.
- FLASCA protects the rights of the individual's privacy by ensuring that information collected is stored securely in a locked filing cabinet or is password protected if on a computer, device or online

Quality Area 4: Staffing Arrangements

- Records are only to be accessed by persons who need them for a reason for which the person giving the information has consented to it being used or, strictly in the case of emergency, to fulfil Duty of Care and responsibilities to the children.
- All records pertaining to any child injury or illness will be kept until the child reaches the age of 25 in accordance with Policy 10.28
- The Nominated Supervisor will ensure that children's records are reviewed and updated at least twice per year and otherwise immediately after receiving a request from a parent/guardian to update any detail in the child's record.
- The Service will ensure:-
 - Fair and open information collection practices;
 - Processes and practices that ensure information collected about individuals and families is accurate, complete and current; and
 - Limiting the use and accessibility of personal information.

Confidentiality will also be taken into account with the verbal sharing of between the Approved Provider, Nominated Supervisor and employees of the Service. Sensitive information will be on a need to know basis taking into account the Service's Duty of Care

QUALITY AREA 5

Relationships with Children

5 Quality Area 5: Relationships with Children

5.1 Staff Interactions with Children

The quality of staff relationships with children are what determines the quality of care which is offered. Educators must demonstrate a genuine desire to work with school aged children and must strive towards a greater understanding of children's needs and motivation in order to provide the appropriate environment for them to grow and develop.

“Staff should display a shared commitment to fostering professional, harmonious relationships with children to ensure the environment meets the play and care needs of school age children.”

An Educator is described as a “practitioner whose primary focus is... to plan and implement programs that support children’s well-being, development and learning.” In particular, the focus of educators under NQF is to:

- *develop reflective practise*
- *support children’s learning through a variety of play and leisure experiences*
- *foster children’s well-being and learning through intentionality and collaboration*
- *develop cultural confidence*
- *explore their own beliefs and use theoretical perspectives” “The Framework”*

Procedure

Children are treated with respect, dignity and are valued as unique, capable and competent individuals at all times.

Educators will collaborate with children as active participants and decision makers through mutual respect, trust and communication.

Educators will engage with children through positive interactions and value children’s strengths, skills and knowledge to support their wellbeing, motivation and engagement at the Service.

Educators will use children’s names and ensure that their interactions with children are authentic and meaningful.

Educators will empower children to make positive choices, become self-reliant and appropriately guide their own play and foster children’s self-esteem and confidence by allowing them to investigate, imagine and explore ideas.

In the interests of providing a consistent environment where children can feel safe and secure and know the limits on their behaviour, all staff will aim to:

1. use strategies which enhance children’s self-esteem;
2. model and encourage the development of self-control;
3. respect children by communicating with them in a manner which is appropriate to individuals and developmental levels;
4. model and foster positive behaviour;

Quality Area 5: Relationships with Children

5. teach children to respect other people's rights and feelings;
6. encourage children to feel positive about themselves.

Positive behaviour guidance will be employed by all staff at all times. This is implemented by using the following strategies:

- Keep the tone of voice low and calm
- Maintain eye contact
- Use positive verbal and body language
- Avoid an emotional response to a situation
- Consider the broad picture and don't jump to conclusions
- Talk to the children involved about what is occurring/ has occurred. Encourage each child to verbalise and express themselves and to rationalise their behaviour
- Listen to each child's account of their behaviour
- Follow through with all decisions made

In a **conflict situation** the same guidelines apply. Some additional strategies may be used:

- Staff remain relaxed and alert in order to assist each child to identify their emotions and feelings and what they are seeking to communicate
- Assist the child in identifying the behaviour deliberately and separately from the emotion and the situation
- Ask each child involved to describe some solutions or alternatives to the behaviour
- Discuss some possible choices for future incidents of this type, with their consequences
- Allow the child to use his/her words and to make his/her choice of options offered
- Accept this choice, reaffirm the choice and the agreed consequence

Educators are aware of the importance of raising self-esteem in children by building on their sense of security, identity, belonging, purpose and personal competence.

Educators attend compulsory in-service training relating to behaviour management provided at the Service by Management.

Educators develop a set of agreements with children which defines the code of conduct to be adhered to by all children at the Service. This is regularly reviewed and reinforced by all staff.

Educators are consistent and show no bias or favouritism.

Educators respond to children in a calm, mature and rational manner.

Educators avoid physical contact with children as a means of managing their behaviour.

Physical gestures of affection initiated by children (e.g. hugs) are acknowledged verbally or by laying an arm across a child's shoulders, patting their back etc. Educators do not encourage children to sit on their lap. (Exceptions may be made for very young children who may need a source of physical comfort when extremely distressed/injured).

Quality Area 5: Relationships with Children

Educators interact with children in an active and engaging way – they speak to and observe children at their level and avoid calling or trying to manage behaviour from across the room or playground.

Educators seek consultation if any aggressive behaviour or problems which arise are too difficult to deal with independently. This includes notifying Management and/or parents/carers where a child's behaviour is consistently anti-social or otherwise inappropriate.

Educators seek collaboration with the school in identifying behaviours which are difficult to manage and implementing appropriate strategies to assist in minimising this behaviour.

Educators work to eliminate or minimise the situations and physical set ups that are known to encourage inappropriate behaviours.

Educators assist children to develop conflict resolution strategies.

Educators consistently ensure that limits are consistent, reasonable and can be met.

Educators reinforce positive behaviour and positive behaviour modification by using affirming language, acknowledgement and appreciation.

5.2 Staff Supervision of Children

All children and staff need to feel safe and secure in their environment. Proper supervision of children will ensure that there are consistently responsive interactions between Educators and children and that legislated ratios are maintained according to all relevant guidelines.

Procedure:

Educators supervise children by being physically present and directly engaged in providing education and care to the children.

A detailed shift description for each staff member ensures that all areas of the environment are continuously supervised.

Educators are aware of any visitors to the Service and are vigilant as to these persons' access and interactions with children.

All duties described as "Supervision" require Educators to interact with children in accordance with the Code of Ethics and to understand and implement the Service's

"Interactions with Children" Policy.

Supervising an area, Educators are responsible for overseeing the whole area and all of the children therein. If collaboratively performing this task, all staff will negotiate the specific area they are observing. If doing so independently, Educators will be cognizant of the ratios of Educators to children (1:10 children on an excursion, 1:15 in the Service environment) and act accordingly.

A Supervision Map is planned and reviewed daily by all staff to ensure that there is effective coverage of all play spaces throughout the sessions.

Educators will endeavour to protect themselves and to comply with the Child Protection Practises guidelines by avoiding being alone at any time in a supervisory capacity. As far as possible, Educators will be visible to each other at all times.

If required, Educators supervising alone outside, will restrict children to one area of playground where all children can be observed, refer to risk management strategies as outlined in Service Specific Risk Assessment Plan and maintain appropriate Educator to child ratio at all times.

Where Educators are required to leave an area of supervision, for whatever reason, they will inform another staff member of their intention to leave and wait for approval/replacement staff before so doing.

Part of the supervisory role is to assist and support children in the maintenance of the Service environment. Educators will clear and tidy an area at the end of a play session as well as cleaning and sanitising of resources, furniture and equipment.

Educators will ensure that children are actively involved in this clearing process.

Quality Area 6 – Relationships with Children

6 Quality Area 6: Collaborative Partnerships with Families and Communities

6.1 Communication with Families Policy

The Service encourages communication with and participation by families because it enhances the Service we provide. Families are welcome to attend the Service or talk to educators during operation. We encourage families to voice any concerns in a way that will assist us to provide a better Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and care Services National Law Act, 2010 and Regulations 2011
- Privacy Act 1988 and Regulations 2013
- NQS Area: 1.1.4, 1.1.5; 2.1.1, 2.1.4; 2.2.1, 2.2.2; 4.1; 4.2.1; 6.1; 6.2; 6.3.2, 6.3.3; 7.1.5; 7.2.1, 7.2.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.
- Policies: Arrivals and Departures of Children, Behaviour Support and Management, Exclusion for Behavioural reasons, Including children with Special/additional needs, 2.Use of Photographic and video Images of Children, Bookings and Cancellations- Homework, Excursions, Extra- curricular Activities, Escorting Children, Infectious Diseases, 4.6 - Medication, 5.2 - Food and Nutrition, 4.8 sun Safety, 4.10 - Anaphylaxis Management, Asthma, Enrolment, Complaint Handling, Fees, Information Handling (Privacy and confidentiality), Information Technology, Court Orders and the Release of Children in Care.

Procedure

- For families who are new to FLASCA, the first point of contact will be the Director, who will meet with the parents/guardians and the child to discuss the Service, and the child's needs and to answer any questions.
- A Family Information Package with a summary of key OOSH policies and procedures will be provided to all parents/guardians.
- Parents/guardians will have free access to meet with the Director by appointment, to discuss any issues or concerns with respect to their child and/or the Service.
- All persons entering the OOSH premises need to be identified by the Director. An approved person is a person who has been given permission by the parent/guardian, OOSH staff or Approved Provider.
- The Director will treat all enquiries and concerns, and the persons making them, seriously and with respect and will endeavour wherever possible to answer questions and provide required information.
- Information for families will also be communicated through:
 - OOSH and school newsletters;
 - parent sign in and notice board area;
 - meetings between Director/educators and parents/guardians;

Quality Area 6: Collaborative Partnerships with Families and Communities

- Notices written by the Approved Provider or by the Director, and approved by the Approved Provider, being given to parents/guardians when they are matters of changed policy and it is important for the changes to be communicated before the next newsletter or monthly meeting.

Quality Area 6: Collaborative Partnerships with Families and Communities

6.2 Communication with Community Policy

The Service is part of its local community and seeks to act as a responsible neighbour and community member, both in the interests of its community and of enhancing the experience of children as members of the community.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Privacy Act 1988 and Regulations 2013
- NQS Area: 6.2.2, 6.3.1, 6.3.3, 6.3.4; 7.3.1, 7.5.1.
- Policies; Employee on line Social Networking, Complaints Handling, Communication with families, Community Engagement

Procedure

- It is the responsibility of the Director to ensure that the Service holds current contacts and information on relevant community resources, and that educators are made aware of these through regular team meetings and the Educator Information Package.
- The Family Information Package should make it clear that families may have access to information about relevant community resources for their children, and the Director should ensure that they are indeed available on request by parents/guardians.
- The OOSH Approved Provider should ensure that the surrounding neighbours (including businesses) are invited to attend the Service on a regular basis to obtain any information, provide any feedback on the operation of FLASCA as a responsible neighbour, and to explore any ways in which stronger community links can be built.
- Members of the community should have the opportunity to meet with the Director or Approved Provider by appointment to discuss any issues or concerns with respect to the Service. (See also Complaints Handling Policy 9.5).
- The Director will treat all enquiries and concerns, and the people making them, seriously and with respect and will endeavour wherever possible to answer questions and provide required information.

Quality Area 6: Collaborative Partnerships with Families and Communities

6.3 Complaints Handling Policy

The Service invites feedback from children, parents/guardians, educators and the community, to ensure that is keeping with these Policies and Procedures. FLASCA respects and considers all complaints, which require a resolution, seriously and attempts to find a satisfactory resolution wherever possible.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Privacy Act 1988 and Regulations 2013
- NQS Area: 4.2.1; 4.2.2, 4.2.3; 6.1.1, 6.1.3; 7.1.1, 7.1.3, 7.1.5; 7.2; 7.3
- Policies: Employee and volunteer Grievance, Communication with Families, Communication with Community, Parent Conduct, Information Handling (Privacy and Confidentiality)

Procedure

- The Director shall be the first contact for all comments and/or complaints.
- The complainant will also have direct access to the Approved Provider, and the Director will permit and, if appropriate, encourage the complainant to do so, if:
 - the complaint is about the conduct of the Director;
 - the complainant is not comfortable to take the complaint to the Director;
 - the complainant is not satisfied with the Director's handling of the complaint;or
 - the complaint is about a matter of Management and Administration Policy.
- For this purpose, parents and others will be given contact details of the chair of the Approved Provider through the Family Handbook, newsletter or other appropriate form of communication, and otherwise will be available on request.
- If appropriate, the Director will ask that another staff member is present when meeting with any person to discuss a complaint. If the complaint is made to the Chair, the Chair may ask that a member of the Approved Provider be present.
- The Director or Chair will make and keep a written record of the discussion at the time, or immediately afterwards, and will have all parties present, and if possible the complainant, sign that record. A copy should be provided to the complainant on request. Notification and confirmation by email is acceptable.
- The Director or Chair will seek to resolve all genuine and reasonable complaints in the most appropriate way possible in consultation with the complainant.
- Where practical, discussions with the complainant are not to be conducted in presence of the children, other educator parents, and heated discussions are to be avoided.
- Complaints are to be logged, with the records of relevant discussions, and the resolution of the complaint. Any complaints are to be reported to the Approved Provider at each meeting of the Approved Provider

Quality Area 6: Collaborative Partnerships with Families and Communities

- To protect the privacy of all individuals, and encourage openness and honesty in the handling of complaints, the complaints record is a confidential document, which will not be accessible to any person, provided that the Director will provide copies of relevant entries only to a complainant on request.
- Any matters of complaint can be referred to the Approved Provider or the relevant Regulatory Authority for further guidance and/or assistance.

6.4 Parent and Community Participation Policy

The Service values the important role that parents and the community have in the overall development, understanding and awareness of children. The Service shall endeavour to encourage parent participation and engage with the local and wider community in mutually beneficial and supportive relationships in an effort to support children's lifelong learning and recreational enrichment.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act , 2010 and Regulations 2011
- Public Liability Insurance
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- NQS Area: 2.2.2; 2.3.3; 4.2.1; 6.1.1, 6.1.2; 6.2.1, 6.2.2; 6.3.1, 6.3.3, 6.3.4; 7.1.5; 7.2.1, , 7.2.3; 7.3.2, 7.3.4, 7.3.5.
- Policies; Excursions, Volunteers, Communication with Families, Communication with Community, Parent Conduct, Risk Management and Compliance

Procedure

- The Service shall develop and implement strategies and processes that identify:
 - Parent skills and interests that may benefit the program;
 - How such parent involvement will support the overall objectives of the Service and in particular program delivery; and
 - When such parent skills and interests may be integrated into the program throughout the year.
- Parents are encouraged to participate in the Service through attendance at management meetings and/or Service events.

Community

- The Service shall develop and implement strategies and processes that identify:
 - Accessible community resources
 - The methods in which such resources can be utilised e.g. excursions, incursions, support activities, etc.;
 - How such Community engagement will support the overall objectives of the Service and in particular program delivery; and
 - When such community resources may be utilised throughout the year.
- The Director, Approved Provider and employees shall identify local and wider community resources, where mutually beneficial and supportive relationships require establishment or enhancement.
- Families of the Service will be encouraged to suggest suitable and appropriate community venues that may be considered for excursions, incursions, etc.

6.5 Parent Conduct Policy

The Service strives to provide a safe and healthy workplace for employees and a caring and supportive environment for children and families. The Service expectations of parent conduct whilst attending the Service are clearly explained in the Family Information package and are further supported by this policy.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- Child Protection Act 1999 and Regulations 2000
- NQS Area 6.1.1; 7.1.1; 7.3.2, 7.3.4.
- Policies: Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, Arrivals and Departures of Children, Harassment and Lockdown, Employee Orientation and Induction, Communication with Families, Parent and Community Participation, Management of Intoxicated or Persons Under the Influence.

Procedure

- Parents shall be expected to communicate appropriately with all educators whilst dropping off or collecting their children, or other children as permitted to and from the Service.
- Appropriate communication shall include, but not be limited to:
 - appropriate language; and
 - Calm and considerate tone.
- Parents shall not be permitted to discipline verbally or in any other way the children of other families. Should a parent have an issue or concern regarding the conduct of another child, family or employee, they shall follow appropriate grievance procedures as outlined in this manual.
- Parents who consistently breach the conduct expected of them whilst engaging with the Service may be exposed to appropriate consequences which may result in the suspension of their family's enrolment with the Service.
- The Police may be notified if Parent conduct within the Service is threatening or violent.

6.6 Management of Intoxicated or Persons under the Influence Policy

The following policy and procedure are written and described without prejudice:

- On occasion, nominated and/or certified supervisors of the Service may need to exercise duty of care in managing particular situations. These occasions as described by such policy may include those in which it is suspected that children may be released into the care of intoxicated or under the influence persons.
- All persons considered or expected under the influence of drugs, alcohol or other substance that are under the employ (at the time) of the Service shall be referred to the “fit for work” policy and procedure. All persons who are not under the current employee of the Service shall be requested to follow the policy and procedure as described.
- Under no circumstances would the Service recommend that unfit persons take on duty of care for children unless the following procedures have been duly considered.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Work Health and Safety Act 2011
- Family and Child Commission Act 2014
- Child Protection Act 1999 and Regulations 2000
- NQS Area: 2.3.2; 4.2.1, 7.1.1, 7.1.2,;7.3.2, 7.3.4,7.3.5
- Policies: Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, Arrivals and Departures of Children, Employee Orientation and Induction, Communication with Families, Parent Conduct
- Duty of Care

Procedure

- The family shall maintain the parental responsibility under the relevant acts and provisions to care for their children. In this case the parent shall understand and follow all laws regarding the collection and care of school age children and any individual Service laws that they select of their own accord to use.
- Should the Director or other senior employee reasonably suspect that the relevant parent, guardian or person authorised to collect the child is under the immediate influence of alcohol, drug or other substance they shall:
 - Make attempt to discuss concerns with parent, guardian or authorised person;
 - If not parent, then make attempt to contact parent to discuss concerns;
 - Only release the child if required to by law;
 - Call the police if an immediate threat to the welfare and wellbeing of children, family and/ or Director or staff member exists.

6.7 Acceptance and Refusal of Authorisation Policy

The Approved Provider acknowledges the importance of ensuring parents/guardians/authorised nominees are aware of the process for authority to be given and/or refused for children to participate in relevant aspects of the program through the initial enrolment procedure. Such authorisations and/or refusals must be received in writing and will be handled in accordance with the Service's Information Handling (Privacy and Confidentiality) Policy.

Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- Family and Child Commission Act 2014
- Privacy Act 1988 and Regulations 2013
- NQS Area: 1.1.2, 1.1.3, 1.1.4, 1.1.5; 2.1.4; 2.2.2; 2.3.2, 2.3.4; 6.1; 6.2.1; 6.3.1; 6.3.3; 7.1.1; 7.3.1, 7.3.2, 7.3.4, 7.3.5.
- Policies: Arrivals and Departures of Children, Including Children with Special/Additional Needs, Use of Photographic and Video Images of Children, Bookings and Cancellations, Children's Belongings and Property, Program and Documentation Evaluation, Homework, Excursions, Physical Activity, Extra-Curricular Activities, Observational Recording, 3.Escorting Children, Water Safety, Cooking with Children, Medication, Sun Safety, Anaphylaxis Management, Emergency Health and Medical Procedure Management, Asthma, - Food and Nutrition, Enrolment, Communication with Families Complaints Handling, Fees, Information Handling (Privacy and Confidentiality), Risk Management and Compliance, Managing Compliance within the Service, 1Court Orders and the Release of Children in Care.

Procedure

- Through the Service enrolment process families will have opportunity to give and/or refuse authority for the following (including but not limited to):
- Sharing of information, relevant to the care of their child (e.g. health, wellbeing and/or cultural requirements) amongst educators and/or support workers who are working within the OOSH program;
- Provision of emergency medical treatment including obtaining any medical, hospital and/or ambulance service in the case of an accident or emergency involving their child;
- OOSH educators to liaise with other health/medical professionals in relation to the care of their child;
- OOSH educators to assist their child to apply a SPF 30+ sunscreen prior to outdoor activities;

Quality Area 6: Collaborative Partnerships with Families and Communities

- OOSH educators to take photos of their child to record important events and special activities as part of the program.
- Parent authority, in writing, will be required before any child will be allowed to leave the approved area of the Service. This includes (but is not limited to):
 - Excursions;
 - Extra-curricular activities; and
 - Regular Outings.
- Verbal authorisations will be accepted by the Service, however the following procedure will be implemented:
 - Confirm the identity of the person providing the authorisation;
 - Ensure the person is an authorised person on the child's enrolment form;
 - Document the nature of the authorisation being sought/given; and
 - Record the name of the person, how the identity was confirmed and the time and date of the verbal authorisation.
- The OOSH Director may exercise the right of refusal if written or verbal authorisations do not comply with this policy or the necessary regulatory requirements.
- The Service will waive compliance with this policy where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. The Service can administer medication without authorisation in these cases, provided they contact the parent/guardian as soon as practicable after the medication has been administered.
- Procedures for parents/guardians/authorised nominees to give and/or refuse authority for children's participation in the program are contained within the relevant policies of this Service (e.g. excursions policy, extra-curricular activities policy, escorting children policy).
- Parents/guardians have the right at any time to change authorisations given to the Service in relation to their child and their child's participation in the program. This may be done through completion of an updated enrolment form or other written authorisation.

Quality Area 7: Governance and Leadership

7 Quality Area 7: Governance and Leadership

7.1 Emergencies Drills and Evacuation Policy

The Service adopts a proactive approach to ensure that educators and children are aware of, and understand, evacuation and other emergency procedures through the regular implementation of practice drills and evaluations of the procedures followed.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Commission Act 2014
- Work Health and Safety Act 2011
- Duty of Care
- NQS Area: 2.3.1, 2.3.2, 2.3.3; 4.2.1; 7.1.1, 7.1.2; 7.2.3; 7.3.1, 7.3.2, 7.3.3, 7.3.5
- Policies; Workplace Health and Safety Emergency Equipment and Facilities, Fire Safety Compliance, Employee Orientation and Induction

Procedure

- The Director will work collaboratively with the community and relevant authorities to identify events that may occur at the Service which require an evacuation (e.g. Fire, bomb threat, storm, intruder etc) and to conduct a risk assessment for each of these events
- Evacuation instructions for what must be done and a floor plan to follow in case of an emergency event, will be prominently displayed near each exit of each room utilised at the Service. Evacuation plans will be child friendly and displayed at child height
- Educators are to ensure that all exits are kept clear and unlocked to enable an efficient departure. This will be included on the daily safety checks. Any comments or issues relating to these preventative measures will be noted in the staff communication book and brought to the attention of the Director.
- Emergency evacuation and lockdown procedures will be practiced at least once a term for before and After School Care, and at the beginning of each Vacation Care program. This drill will occur on different days of the week so that all educators and children are familiar with the procedures.
- Emergency telephone numbers will be clearly displayed within the Service and on each telephone.
- For these emergency situations, educators will have access to a telephone outside of the room (e.g., mobile phone, alternative school phone).
- A record will be kept indicating that the above preventative measures have been implemented, stating the date, time, and any comments, and signed by the Director.
- In an emergency situation, the staff member who initially discovers the emergency will sound the alarm bell.

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- The Director, or in her/his absence, the Responsible Person-in-Charge for that session will take charge of the situation and/or delegate others to:
 - telephone the relevant emergency number;
 - check and evacuate all rooms including the toilets, storage rooms and nearby buildings on the premises;
 - collect daily roster to account for all employees;
 - collect first aid kit;
 - collect sign-in sheets and parent contact numbers;
 - close all doors and windows (only if able) to help to contain the fire (if relevant);
 - Once at the designated assembly area, check the roll to make sure that all children and staff are accounted for.
 - Notify parents, the Approved Provider and the Regulatory Authority.
- Attempts to extinguish fires will occur only when the room is evacuated, if the fire is very small, and the person trained in using the extinguisher is in no immediate danger.
- No one will re-enter, nor be permitted to re-enter, a building in which there is or has been a fire under any circumstances, until the emergency Service advises that it is safe to do so.

Bomb Threat

- In the event of a bomb threat, the following information will be recorded by the person who answers the call, on the 'bomb threat checklist':
 - Time and date of the call;
 - the wording of the threat;
 - Other specific details.
- DO NOT hang up the phone, without alerting the caller indicate for another person to use a separate phone to call police to report the threat.
- Implement an evacuation of the building according to the Services' emergency evacuation procedure.
- When safe, complete an incident report on the situation, attach the bomb threat checklist and forward to Management.

Evaluation

- An 'evacuation drill evaluation form' is to be completed by the Director or Health and Safety Representative as soon as possible after the drill.
- Issues identified through this evaluation will be discussed at the next team meeting and referred to Management if necessary. Feedback should also be provided to the children.

7.2 Lockdown Policy

The Service seeks to protect children and staff from harassment by all persons.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and regulations 2011
- Work Health and Safety Act 2011
- Child Protection Act 1999 and Regulations 2000
- Family and Child Commission Act 2014
- Duty of Care
- NQS Area: 2.3.1, 2.3.2, 2.3.3; 4.2.1; 7.1.1, 7.1.2; 7.3.1, 7.3.2, 7.3.3, 7.3.5
- Policies: Workplace Health and Safety, Emergency Equipment and Facilities, Drills and Evacuations, Fire Safety Compliance, Employee Orientation and Induction.

Procedure

- In the event of harassment, or unauthorised persons refusing to leave the premises, the Director, or in their absence, the Health and Safety Representative will initiate the following drill:
 - the educator or child (if appropriate) being harassed, or the closest observer of the child or other educator being harassed, will give a prearranged signal, which is made known to all educators, to begin the drill (e.g., code word, special song);
 - the Director or other person who receives the signal, will calmly and quietly inform other educators of the need to remove the children to safety. If the threat is inside, children will be escorted outside by educators. If the threat is outside then children will be escorted inside by educators;
 - the Director/ Health and Safety Representative, will immediately obtain and if possible record relevant information e.g. physical descriptions, car registration etc.;
 - an educator will witness and provide back-up for the Director/ Health and Safety Representative but only if it does not place that person in a position of unacceptable risk or harm to themselves, to any child or to others;
- In the event of an **internal threat** (intruder, bomb and /or behaviour issue) where children are to be escorted to an outside area, once the prearranged signal has been acknowledged:
 - an educator will telephone the relevant emergency number (see also Policy 7.2);
 - an educator will check and evacuate all rooms including the toilets, storage rooms and near-by buildings on the premises;
 - an educator will collect sign-in sheets and parent contact numbers;
 - an educator will close and lock all doors and windows (only if appropriate and able to do so); and

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- Once at the designated assembly area, an educator will check the roll to make sure that all children and educators are accounted for including children who have already been signed out and collected.
- In the event of an **external threat** (intruder, fire, bomb, gas leak) where children are to be escorted inside, once the prearranged signal has been acknowledged, the following procedure will be initiated:
 - Educators will calmly and quietly move the children to safety inside the room, checking the toilets, storage rooms and near-by buildings;
 - All doors, windows and curtains will be shut and locked (if safe to do so);
 - An educator will check the roll to make sure that all children and educators are accounted for including children who have already been signed out and have been collected;
 - Educators will encourage children to sit quietly.
 - Educators are to calm the children and provide them with suitable games and activities as far as reasonably possible.
 - The Director or Health and Safety Representative will call 000 for back up in an actual emergency.
- No one will leave, nor be permitted to leave, the area until the Director is satisfied that it is safe to do so.
- At no time will staff try to physically remove an unwanted visitor.
- All threatening situations will be evaluated as soon as possible after the event and any necessary modifications or enhancements to these procedures made accordingly.

Notification will be given to the Approved Provider

7.3 Fire Safety Compliance Policy

In order to ensure the safety and wellbeing of children, families and educators, the Service recognises the need to ensure that systems, equipment and premises comply with the regulatory requirements in relation to fire safety. Management will ensure educators are aware of their responsibilities in relation fire safety.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- National Construction code 2011 - Building Code of Australia, volume 1 (class 1 – 9 buildings)
- Fire and Rescue Service Act 1990, Building Fire Safety Regulation 2008
- NQS Area: 2.3.; 7.1.,; 7.3.
- Policies: Workplace Health and Safety, Emergency Equipment and Facilities, Drills and Evacuations, Employee Orientation and Induction, Risk Management and Compliance.

Procedure

- Management will ensure that the premises used for OOSH are compliant with Building Fire Safety Regulations 2008
- The Director and/or Health and Safety Representative will be responsible to:
 - Conduct a risk assessment to identify potential emergencies that are relevant to the Service
 - Keep emergency exits clear and unlocked at all times while the Service is operating
 - Ensure emergency evacuation signs and posters are displayed, including a site map showing the position/location of the building on the grounds, the assembly points and the routes to them, and instructions for what must be done in the event of an emergency
 - Have a developed evacuation procedure with allocated tasks for educators;
 - Conduct and document emergency and evacuation drills every 3 months; and
 - Ensure fire safety equipment is maintained regularly.

7.4 Extreme Weather Policy

The Service acknowledges that extreme weather conditions could pose significant risk to children and educators attending the Service during operating hours, therefore precautions to ensure the health and wellbeing of children and educators will be implemented. Extreme weather conditions may include excessive heat, bushfires, torrential storms, floods, hail stones and/or snow.

Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011
- Duty of Care
- NQS Area: 2.3.2, 2.3.3; 5.1.3, 5.2.3; 7.1.2, 7.3.2, 7.3.5
- Policies: Educational Program Planning, Educator Practices, Physical Activity, Sustainability Practices, Sun Safety, Emergency Equipment and Facilities, Drills and Evacuations, Communication with Families, Risk Management and Compliance.

Procedure

- In relation to extreme weather events, the Service will take its lead predominantly from the school, weather warnings and forecasts. Therefore, if the school in which the Service is located is closed, the OOSH Service may also be closed. The Director will be responsible to ensure that the heating and cooling requirements of the Service
- Service is adequate and maintained at an acceptable temperature.
- In the case of extreme weather events and possible power outages, the Director will ensure a 'storm pack' including a torch, batteries and a small radio is readily accessible to educators. The Director will ensure the Service mobile phone is accessible to educators, when required.
- The Co-Director will ensure that risk assessments are conducted for identified extreme weather events with control measures identified. Educators will be required to read and sign all risk assessments.
- During times of hot weather, educators and children will be encouraged to:
- Follow the Service's Sun Safety Policy by wearing sun smart clothing, a broad brimmed hat and applying sunscreen.
- Drink fluids more frequently throughout the session, particularly cold water.
 - Keep cool by wrapping a bandana or washer around their neck or using a mist bottle to spray themselves.
 - Staying indoors, preferably in an air-conditioned or well-ventilated building with fans and open windows.
 - Limit strenuous outdoor activities by conducting games and activities indoors or in shaded areas outdoors.

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- During times of inclement weather, educators and children will be encouraged to:
 - Conduct games and activities indoors or in an undercover area outdoors.
- If an extreme weather event occurs during Service operating hours, the Director will:
 - Monitor the situation using local radio or other social media;
 - Ensure educator and children's safety by remaining indoors or in an area that is deemed safe.
- If, during normal operating hours, closure of the Service is expected as the result of an extreme weather event, the Co-ordinator will:
 - Contact Management to make them aware of the situation;
 - Contact families to arrange collection of their child;
 - Ensure the Regulatory Authority

7.5 Emergency Equipment and Facilities Policy

Personal safety and security of children, staff and volunteers (all persons on the premises) are of paramount importance whilst in attendance at FLASCA. The Service takes a proactive approach to managing emergencies, and ensuring staff and children have both a theoretical and practical understanding of Emergency Procedures.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011
- Family and Child Commission Act 2014
- Work Health and Safety Act 2011
- Building Fire Safety Regulations 2008
- Duty of Care
- NQS Area: 2.3.1, 2.3.2, 2.3.3; 3.1.2; 7.1.1, 7.1.2; 7.3.5
- Policies: General Health and Safety, Space and Facilities Requirements, Workplace Health and Safety, Drills and Evacuations, Fire Safety Compliance.

Procedure

- Smoke alarms are fitted in each room and the Health and Safety Representative, or School WH&S Officer (or a delegate) will test them regularly in accordance with the manufacturer's instructions.
- The Health and Safety Representative and the school Workplace Health and Safety Officer) will be responsible for ensuring that:
 - there is an alarm bell for sounding warnings in an emergency, which is kept in good working order, and tested regularly;
 - The Service has appropriate fire extinguishers that are properly installed and maintained, and that educators have basic training in the use of the fire blankets and fire extinguishers kept onsite. Locations will be clearly indicated by appropriate signage.
- The Service calls upon the advice of the Fire Service (or another appropriate Authority) to provide up-to-date information on the appropriate measures which are required to comply with this aspect of this Policy.
- At each exit of the indoor areas accessed by the Service, doors can be easily opened, are clearly sign-posted, and that emergency and evacuation floor plans and instructions are prominently displayed near each of these exits
- A key for the gate at the Primrose Terrace entry to the School grounds is to be kept at the Administrator's desk within the OOSH office to facilitate vehicular access to the School oval by emergency Services if required.

Management and Administration

7.6 Approved Provider Code of Conduct

FLASCA Committee Code of Conduct

The Code of Conduct applies to all financial members, volunteers and employees ('members') of Forest Lodge After School Care Committee ('FLASCA Committee') while undertaking any role or activity related to the *(insert school name here)* FLASCA Committee.

Principles

The Code of Conduct is based on the following fundamental ethical principles:

Respect for the Law

FLASCA Committee in common with all citizens, are under the jurisdiction of the laws of the State and the Commonwealth and are obliged to observe such laws.

Respect for all Persons

FLASCA Committee members are expected to treat students, school staff, and all members of the community equitably with dignity and respect. This involves, but is not limited to, the following:

- Tolerance of the views held by others which are different from your own
- Courtesy and responsiveness in dealing with others
- Fairness in supervising and dealing with other members
- Making decisions that are procedurally fair to all people according to the principles of natural justice
- Not discriminating on grounds such as gender, sexual orientation, race, ability, cultural background, religious status, marital status, age or political conviction
- An awareness and respect for cultural difference
- Engaging in rational debate allowing for alternative points of view to be expressed
- Not engaging in behaviour that might reasonably be perceived as harassment, bullying or intimidation

Integrity

FLASCA Committee members shall be honest in carrying out their duties and avoid conflicts between their private interests and their FLASCA Committee roles and responsibilities with respect to:

- Personal relationships
- Financial relationships
- Receipt of gifts
- Employment
- Use of confidential information obtained during FLASCA Committee duties
- External activities and public comment

Diligence

FLASCA Committee members shall carry out their duties in a professional and conscientious manner. This involves:

- Carrying out official decisions and policies faithfully and impartially

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- Seeking to attain the highest possible standards of performance
- Exercising care for others in FLASCA Committee related activities
- Ensuring outside interests do not interfere with a FLASCA Committee member's duties or responsibilities
- Adhering to professional codes of conduct where applicable being encouraged to report fraud or corrupt conduct to an Office Bearer of the FLASCA Committee and/or external authorities

Working with Children

FLASCA Committee adheres to the government's Child Protection Act & Regulation (Working with Children Check) legislation and relevant procedures

Conflict of Interest

- FLASCA Committee members must declare interests which a conflict, either perceived or actual, with your FLASCA Committee duties and activities that might benefit the private interest of a member/s of the FLASCA Committee.
- FLASCA Committee members must always act in the best interest of the FLASCA and adopt a process to disclose and address the potential conflicts.
- A conflict of interest may include, but is not limited to, existing individual interests or a benefit, professional ethics, personal or professional relationships, financial or proprietary interests. A few examples of Conflict of Interest:

Example 1

Personal or Financial Interest: Joe, an Office Bearer of a FLASCA Committee owns a Building & Maintenance Company. During the FLASCA Committee meeting, he recommends his company for an upcoming building work the FLASCA Committee is considering to undertake as he believes he can offer the best competitive price being in the building business. However, he does not disclose the ownership of the company. Does Joe have a Conflict of Interest?

Yes. It is Joe's duty to act in the best interest of the FLASCA Committee and not his own interests. To promote the profit interest of his own company and receive remuneration is contrary to his role and responsibilities as an Office Bearer of a FLASCA Committee as stated in clause 5 of the Standard and the Prescribed Constitution. There is clear Conflict of Interest as Joe failed to disclose his personal business interests for gaining an undisclosed profit.

Example 2

Non-Financial Interest involving some close relationships (not limited to partners, family and friends): Vicky, a Canteen Manager of a FLASCA Committee, suggested at a FLASCA Committee meeting, an online fresh fruits and vegetables vendor she knew could offer a more competitive price than the existing supplier. She discloses that her son works as a delivery driver for the vendor. Is there a Conflict of Interest?

Yes. Indirect and or direct employment of an immediate family member, friend or a close acquaintance is a conflict of interest. In this case, there is a clear indirect financial gain as her son will benefit from the extra work.

Conflict of Interest Disclosure

- Where a Conflict of Interest has been identified, it is expected that the conflict must be brought to the attention of the Office Bearers and the members, and be disclosed or addressed in a meeting.
- Breaching and/or violating the Conflict of Interest may result in removal from the FLASCA Committee in line with Code of Conduct policy.

How to deal with a Conflict of Interest

- Identified Conflict of Interest must be carefully managed by impartial decision-makers, who are not involved in the conflict.
- Minutes of meetings should reflect how the conflict was raised, addressed and managed; and the outcome be disclosed to all members.
- The person(s) with the Conflict of Interest may be refrained from participating in all formal or informal discussion, debate and voting; and their duties be re-assigned until a resolution has been found.
- The person(s) with the Conflict of Interest may be restricted to access confidential information and sensitive documents relating to the conflict of interest.
- In the event where a Conflict of Interest is very significant and prevents the person(s) with the Conflict of Interest to perform their role and responsibilities, the FLASCA Committee may ask that the person(s) involved with the conflict relinquish their personal interest that creates the conflict and/or resign from their FLASCA Committee role.

Privacy and Confidentiality

- FLASCA Committee must adhere to the Australian Privacy Principles contained in the Privacy Act of 1988.
- FLASCA Committee must recognise that the privacy of any individual's personal identifiable information must not be divulged or shared under any circumstances without the individual's written consent within or outside the FLASCA Committee, unless there is a lawful authority for its disclosure.
- FLASCA Committee must take all reasonable steps to ensure confidential data, documents and personal information of any individual is protected from misuse, loss and unauthorised access, and/or disclosure.
- All personal and sensitive information must not be viewed, shared or distributed to any person/s other than the Office Bearer/s who have responsibility of such information of the FLASCA Committee.
- All personal and sensitive information when no longer required must be disposed of securely.
- Confidential information of a FLASCA Committee must not be used, disclosed, copied, published or removed by any member of the FLASCA Committee.

Grievances, Complaints and Procedures

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Breaches of this Code of Conduct or other policies of the FLASCA Committee will be addressed by way of the Grievances, Complaints and Procedures Policy. Violations may result in removal from the FLASCA Committee.

7.7 Compliance Policy

The Service recognises that strategies must be in place to ensure ongoing compliance with relevant 'general' legislation. This policy is designed to identify the various legislation and government authorities where compliance is required and clear strategies for ensuring the Service actively implements and monitors compliance processes

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- Privacy Act 1988 and Regulations 2013
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Work Health and Safety Act 2011 and Regulations 2011
- Australian Government Department of Education Children's Services Handbook
- NQS Area 7 Governance and Leadership
- Policies: Educational Leader Policy, Quality Compliance Policy, 10.5 – Approval Requirements under Legislation Policy, Supervisor Certificate Policy, Insuring Risks Policy, Risk Management and Compliance Policy

Procedure

The Service shall actively work towards compliance with:

- Education and Care Services National Law, 2010 and Regulations 2011;
- National Quality Standards for Education and Care Services and School Age Care;
- Commonwealth Child Care Act 1972 (Child Care Benefit);
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2013;
- Work Health and Safety Legislation;
- Child Protection Legislation.

Compliance monitoring strategies shall be implemented including:

- Developing compliance checklists for use within the Service on a regular basis such as, safety checklists;
- Updating the compliance checklists on a regular basis or as new information regarding changes to the implementation of regulations, legislation or standards becomes available;
- Seeking reputable organisations to conduct external audits and to provide reports regarding compliance issues to the Service on a regular basis;
- Acting on any relevant recommendations or notification to changes in compliance requirements immediately.

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- Information shall be made accessible to families, volunteers and employees regarding the Service policies and procedures in relevant information packages as well as having access to a full copy of the Service policies and procedures through borrowing from the Service.
- Information shall be dispersed to families, volunteers and employees through appropriate newsletters, flyers and other methods of communication.

Working with Children Check Compliance

All employees, volunteers and executive members of Management (i.e., FLASCA Committee members) must hold a current and valid Working with Children Check (WWCC)

Prospective paid employees shall not be engaged to work at the Service until appropriate application and verification for a WWCC has been made. Required evidence of the WWCC verification shall be maintained at the Service.

A WWCC will be maintained at the Service containing verified copies of WWCC's of all employees, volunteers and executive members of Management. The register shall be referred to by the Administrator on a regular basis to track expiry dates.

7.8 Risk Management and Minimisation Policy

FLASCA is subject to a number of risks and important legal, regulatory, industry and policy requirements. The Service is a responsible organisation and seeks to act in a risk-aware fashion, including identifying and managing material risks and ensuring compliance as far as reasonably possible with all such requirements.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Duty of Care
- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Work Health and Safety Act 2011 and Regulations 2011
- Australian Standard on Risk Management - AS/NZ: 31000:2009
- Australian Standard on Compliance - AS/NZ: 3806-2006
- NQS Area: Area 7- Governance and Leadership

Procedure

The Approved Provider will, in conjunction with the Director, take responsibility to develop and maintain a risk management program appropriate to FLASCA, including a method of ensuring that the Service takes appropriate steps to comply with:

- the Policies and Procedures of FLASCA the license applicable to FLASCA
- Commission for Young People and Child Guardian requirements;
- Work Health and Safety Practices;
- Equal Opportunity Employment;
- Adequate insurance;
- the Service Approval status applicable to the Service and other relevant laws applicable to the Service;
- Maintenance of equipment and facilities.

The Approved Provider will also develop and manage, through its regular meetings, an annual rolling program of reviews of all the Policies and Procedures of FLASCA, to ensure that they comply with relevant requirements.

The Nominated Supervisor, or his/her delegate, is responsible to monitor changes in, current laws and in other regulatory requirements, especially under legislation and other regulatory requirements. To do this, the Nominated Supervisor will proactively and fully inform her/himself, through subscribing to appropriate information services, industry bodies and attending all relevant and appropriate forums for discussing these issues.

The Educational Leader monitors educators on an ongoing basis, and through formal annual performance reviews, to ensure, amongst other things, that they understand and apply these Policies and Procedures.

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The Nominated Supervisor informs educators of all such changes and requirements through the educator-training program and regular team meetings.

High-risk activities and special events

High-level risks and special events shall be identified from time to time within the program, through consultation with Educators, Management and other relevant Stakeholders. Such events may include but are not limited to excursions and/or incursions.

The risk management process shall be conducted for each of the activities identified as a high risk or special event and shall be conducted prior to the scheduled timeframe for the event or activity.

All relevant stakeholders shall be informed of how the Service intends to manage high level and special event risks and appropriate training and support for stakeholders will be made accessible.

Crisis and critical events

This may include emergency situations such as fire, flood, other natural disasters, external threats, evacuation etc.

Preventative measures shall be taken to prepare for critical events such as:

- Developing risk management plans for possible emergency situations (e.g. fire, flood). Management plans may include strategies for overnight stays and/or food restrictions;
- Creating a 'storm pack' including a torch and batteries, radio, rations etc.

The details of the crisis or critical event shall be documented on a Service incident report and shall include the projected impact on the stakeholders within the Service, immediate actions, follow up actions and ongoing actions.

Immediate actions may include:

- Carrying out plans as per the Service risk management process;
- Ensuring immediate safety of those involved;
- Administering first aid;
- Reassuring children, families, employees, volunteers and students;
- Seeking assistance from emergency Services and Management;
- Accompanying children or others to hospital by ambulance when necessary.

Follow up actions may include:

- Seeking access or referral to, appropriate counselling and critical incident debriefing Services to provide support to those affected within the Service including children, families, employees and Management.
- Observing children's reactions and behaviour;
- Supporting children to appropriately express thoughts and feelings;
- Providing a stable and nurturing environment with familiar routines;
- Supporting employees through team meetings and accessing relief employees to support when appropriate;
- Providing professional support and special leave when needed;

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- Supporting families through meetings and written information;
- Managing media attention attracted by newspapers, radio and television through appropriate and effective methods of communication. This may involve nominating a media contact to manage the communication to ensure consistency of information and reduction in misinformation and speculation.
- Notifying the Regulatory Authority

Ongoing actions may include:

- Monitoring and supporting children, families, employees, volunteers and students;
- Evaluating emergency and critical event management plans.
- Notifying the Regulatory Authority

Managing breaches of the Risk Management Strategy

Risk Management Plans for high-risk activities and special events shall be monitored on a regular basis (annually or as required).

Information regarding the Service's risk management strategy shall be shared with all relevant stakeholders including employees and families on a regular basis.

Management shall have overriding responsibility for overseeing the implementation of the process and for ensuring that any breaches of the Service strategy are immediately rectified.

Communication and support

Information shall be made accessible to families, volunteers and employees regarding the Service policies and procedures in relevant information packages as well as having access to a full copy of the Service policies and procedures through borrowing from the Service.

Information shall be dispersed to families, volunteers and employees through appropriate newsletters, flyers and other methods of communication.

Training materials and strategies shall be made available and accessible to help employees, volunteers and parents identify and manage risks of harm.

7.9 Information Technology Policy

The Service acknowledges and recognises the significant impact of information technology in society today and aims to have suitable policies and procedures in place to ensure that information technologies are used appropriately and in the best interests of the children, families and employees who use the Service. *In this policy, information technology (IT) is defined as the use of any computers, storage, networking and other physical advices, infrastructure and processes to create, process, store, secure and exchange all forms of electronic data.*

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

Education and Care Services National Law Act 2010 and Regulations 2011

Duty of Care

Family and Child Commission Act 2014

Child Protection Act 1999 and Regulations 2000

Privacy Act 1988 and Regulations 2013

NQS Area: Are 7 Governance and Leadership

Policies: Use of Photographic and Video Images of Children, Educational Program Planning, Provision of Resources and Equipment, Employee Orientation and Induction, Employee Online Social Networking, Information Handling (Privacy and Confidentiality)

Procedure

Information technologies are acknowledged as a valuable learning tool for children attending school age care services school age care services and shall be included as an appropriate part of the overall program when accessible.

Information technologies may include computer equipment, games, Internet access and other forms of communication technologies including mobile phones and cameras.

Information technologies accessible to children such as the internet shall be monitored by educators.

Approved mechanisms shall be put in place to ensure that children who are able to access the Internet at the Service do not have access to inappropriate sites for information. This includes educators monitoring access to available information technology.

Educators shall not be permitted to use personal mobile phone cameras or personal digital (or manual) cameras to take photos of children.

The Service shall take precautions to ensure computer games accessible to children are appropriate for the use of school age children and that government classifications are followed where appropriate.

Online Social Networking

Quality Area 7: Governance and Leadership

With the knowledge and consent of the Approved Provider, the Service may set up its own social networking (e.g. Facebook) page, with an aim to increasing communication with families and the school community.

Good judgement and common sense must be used to ensure the reputation of the Service, its employees and stakeholders are not harmed during the use of social networking media. Once something is placed online, it spreads quickly and cannot be retracted.

Employees and volunteers authorised to access the Service's social networking page will adhere to the following guidelines:

Only families enrolled with the Service will be invited to participate through the email address provided;

Under no circumstances are children attending the Service to be invited to participate in the Service's social networking site;

Only information and/or comments relating to the activities and operations of the Service will be posted on the Service's social networking site;

Only community members known to the Service shall be invited i.e. teachers, school leaders etc.

Employees and volunteers authorised to access the Service's social networking site are also required to adhere to the participation guidelines as listed further in this policy.

While the Service does not wish to control personal private information released outside of work hours, any image, comment or status distributed by an employee or volunteer that damages the reputation of the Service, its employees and other stakeholders, will be treated as a serious breach of this policy and may result in disciplinary action.

When using social networking media, the following guidelines must be adhered to at all times:

Offensive comments are not to be made about fellow employees or volunteers online. This will be viewed as cyber bullying. Even if comments are not made directly, they may still be viewed indirectly by multiple people;

Work-related problems, tasks and ventures should not be discussed online. Confidentiality must be maintained at all times;

Be clear that your personal views are yours, and not necessarily the views of the Service Management and/or Stakeholders;

Management must approve any photos of employees in work uniform prior to being posted to the site. Photos are not to be placed online if they are of an unprofessional nature;

If anything is posted online by others which may harm the reputation of the Service, its employees or stakeholders, and you have the capacity to delete such information, the Approved Provider asks that you do so immediately.

If something potentially dangerous to the image or people of the Service is found online, bring this to the attention of the Director. This should be done immediately and the information should not be shared with others.

7.10 Intellectual Property and Copyright Policy

FLASCA recognises that for the purposes of operating an OOSH Service many written materials need to be developed to ensure compliance with relevant legislation. These written materials include, but are not limited to:

- Policies and procedures manuals
- Information Packages
- Operational Documents and Forms

All materials written by employees, volunteers or other agents for the OOSH shall be the Intellectual property of FLASCA Approved Provider

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Copyright Act 1968
- Education and care Services National law Act, 2010 and Regulations 2011
- NQS Area: Area 7 Governance and Leadership
- Policies: Educational Leader, Compliance Policy

Procedure

Where employees are engaged to develop written materials specifically for the operational purposes of the Service, these materials shall be dated and marked with FLASCA

If appropriate the document shall be further marked with the words 'copyright' or the relevant symbol.

The document shall also be labelled with the author of such document if considered appropriate.

Employees or other agents engaged by the Service to produce written materials shall observe intellectual property laws ensuring that all direct quotations and ideas are appropriately referenced and acknowledged.

Materials that have been purchased and provide copyright authority shall be used specifically in accordance with the granted authority and permission for purpose.

All written materials shall be marked 'draft' until ratified by the Approved Provider.

Copyright shall be strictly observed with all photocopying and distributing of documents other than those owned by the Service which may be copied freely for use of the Service.

7.11 Policy Development, Sourcing and Review Policy

The Service acknowledges the need for ongoing policy development and review. This includes recognising and the broad range of information sources including statutory documentation that is referred to and referenced either directly or indirectly in the development of policies and procedures.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- NQS Area: 7 – Governance and Leadership
- Policies: Managing Compliance within the Service

Procedure

The Service shall develop policies and procedures which reflect the true nature of the Service's operations.

The Service shall ensure that generic policy documents are reviewed and modified to meet the individual and unique circumstance of the Service.

Sourcing of policies shall where possible include reference to expert documentation, resources, guidelines and principles as associated with such policy.

Sourcing of policies from electronic sources including the internet shall include a date in which such source was accessed. Policy sourcing should also be mindful of other provision such as copyright laws and appropriate referencing styles. Relevant Laws and other Provisions shall be articulated and considered also as policy reference and source points.

Policies shall be reviewed annually, according to a predetermined schedule or as required.

Policies shall be dated at ratification and for review.

The Approved Provider will ensure that parents of children enrolled at the Service are notified at least 14 days before any policy or procedure referred to in National Regulations 168 takes effect.

7.12 Service Closures Policy

The Service acknowledges that there may be times when the Service is required to close due to planned or unforeseen circumstances. The Service recognises that effective communication procedures must be in place to ensure all families are notified if closure of the Service is expected.

Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Australian Government Department of Education Child Care Provider Handbook
- NQS Area: Area 7 – Governance and Leadership
- Policies: Communication with Families, Communication with Community.

Procedure

The Service will operate according to the approved and advertised opening hours for each session of care where Child Care Subsidy is claimed unless approval to the contrary is given by the regulatory authority (Early Childhood Education and Care (ECEC)) and the and the Australian Government Department of Education and Training

The Service will not close early due to children being collected prior to the approved and advertised closing time, unless prior approval to the contrary has been granted by the regulatory authority (ECEC) and the Australian Government Department of Education. Closure of the Service, may occur in the following instances:

- Extreme weather conditions;
- Emergency situation, such as fire or other external threat;
- Loss of power and/or water.

Determination for closure in such circumstances will be made in consultation with the Approved Provider and/or emergency Services personnel, if relevant. In the case of closure of the Service, the Nominated Supervisor will:

- Contact families to collect the children from the Service;
- Ensure the safety of all children and educators involved: and
- Notify the Regulatory Authority via closures.

7.13 Enrolment and Orientation Policy

FLASCA 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 (“My Time, Our Place”, Outcome 1)

Procedure

Enrolment

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

- Formal enrolments
- Informal enrolments
- AMEP/Other enrolment

Enrolments will not be accepted from families without full completion of the enrolment form. To secure the enrolment, parents are required to pay the enrolment fee. Information about fees is included in the Fee Policy.

Attendance and enrolment records

Accurate attendance records will be kept, which:

- Records the full name of each child attending the Service
- Records the date and time each child arrives and departs
- Is signed in using My Family Lounge on the child’s arrival and departure by either:
 - The person who delivers or collects the child
 - The Nominated Supervisor or an educator (Regulation 158); and
 - Meet the requirements of the Child Care Management System (CCMS)

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

Waiting list

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

Waiting lists will be refreshed annually by mail. A request for updating family details and contact numbers will be sent to each family on the waiting list. If the Service does not

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receive an updated reply by mail and the form is not returned to the Service, families will be removed from the list, as it is presumed the family is no longer requiring care.

Child's attendance once enrolled

The Service's responsibility for the child begins when placed in the staff's care by parent or guardian, or when they arrive from school for the afternoon session. If a child is to be absent on a day they are normally booked, the family must notify the Service as soon as possible. The rules for Allowable Absences under CCMS will be followed in relation to all absences. If a child who is enrolled with the Service but is not on the Roll for a particular day, arrives at the Service, the Nominated Supervisor, or other relevant staff member will be contacted immediately to see if the child has been booked in for the day.

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

Cancellation of enrolment

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

- A parent advises the Service that no further care needs to be provided
- The Service identifies that care is no longer required or being provided

The family must give two weeks notice if they wish to cancel a child's enrolment; failure to do so will mean that the family will be charged until the two weeks is complete. Refunds may be granted under exceptional circumstances after discussion with the Nominated Supervisor.

CCMS guidelines will be followed once an enrolment is cancelled.

Orientation

Families who are enrolling their child for the first time will be sent the Parent Handbook and the key policies for families 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.

Families will be required to complete the online enrolment form (found on our Facebook), prior to commencement of use of the Service. Families will be required to complete all parts of the enrolment form, including but not limited to:

The full name, date of birth and address of the child;

- The name, address and contact details of each known parent, any person who is to be notified of an emergency involving the child if the parent of the child cannot be immediately contacted, any person who is an authorised nominee, any person who is authorised to consent to medical treatment of, or to authorise administration of medication to the child, any person who is authorised to authorise an educator to take the child outside the education and care Service premises.

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- Details of any court orders, parenting orders or parenting plans provided to the Approved Provider relating to powers, duties, responsibilities, or authorities of any person in relation to the child or access to the child.
- Details of any other court orders provided to the Approved Provider relating to the child's residence or the child's contact with a parent or other person.
- The gender of the child.
- The language used in the child's home.
- The cultural background of the child and, if applicable, the child's parents.
- Any special considerations for the child, for example any cultural, religious or dietary requirements or additional needs.
- The relevant authorisations.
- The relevant health information, for example if the child has a special educational or behavioural need, and or if the child has asthma and/ anaphylaxis and/ allergies (the relevant care plan **MUST** be provided **AND** signed by a healthcare professional).

Parents should advise educators when they are greeted that it is their child's first day at the Service and the educator will introduce themselves and guide them through the sign in/out process, check that all relevant forms and authorities have been signed and show them around the Service.

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.

7.14 Bookings and Cancellations Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Australian Government Department of Education Children's Services Handbook
- NQS Area: 7.1
- Policies: Educator Ratios, Drop off and Collection of Children, Enrolment and Orientation, Communication with Families, Fees

Procedure

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

- The priority of access guidelines are followed with priority given to school age children
- A complete enrolment form meeting the requirements of a complying written agreement (CWA) is received for that child prior to their attendance at the Service;
- Parents are made aware of the Service policies and procedures and have been provided with appropriate information in respect of booking processes.

All fees associated with permanent and casual bookings should the child not attend care, shall be required to be paid in full if sufficient notice is not given. CCB will apply in accordance with allowable and approved absence provisions.

Casual bookings shall only be available to families where the Service has spaces available within the licensed capacity.

The Service shall comply with reporting of bookings requirements as prescribed by the Australian Government Department of Education through the Service Handbook.

Bookings are required by all families who seek to use the Service on a permanent or casual basis. Families are encouraged to make bookings and booking changes by email wherever possible.

At the end of each calendar year (school year) all permanent bookings for before and after school care are cleared and become vacancies. Families will be required to complete a new enrolment form with notification of booked days for the coming year.

- Please note: All families should update their enrolment information at the beginning of a new school year. Any vacancies that arise become subject to the priority of access policy in determining a place to fill that vacancy.

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

- From a parent/guardian/authorised persons

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- Verbally, in writing or via email or text message
- If a message is received via the child, the parent/guardian will be contacted to confirm the change of arrangements.
- Cancellation of bookings for before and/or after school care must be made 24 hours prior to the session starting or a Late Cancel fee will apply.

Allowable Absences

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

Child Care Subsidy and Additional Child Care Subsidy are payable for up to 42 absence days for a child in a financial year, in relation to sessions of care where an individual still incurs a genuine fee liability to pay for the care. A reason does not need to be provided for a child's initial 42 days of absence

Additional Absences

Once 42 absence days have occurred in a financial year, Child Care Subsidy and Additional Child Care Subsidy can only be paid for any additional absences where they are taken for a reason defined in the Family Assistance Law. These reasons can include any of the following:

- The child, the individual who cares for the child, the individual's partner or another person with whom the child lives is ill
- The child is attending preschool
- Alternative arrangements have been on a pupil-free day
- The child has not been immunised against a particular infectious disease, the absence occurs during an immunisation grace period and a medical practitioner has certified that exposure to the infectious disease would pose a health risk to the child
- The absence is because the child is spending time with a person other than the individual who is their usual carer as required by a court order or a parenting plan
- The Service is closed as a direct result of a period of local emergency
- The child cannot attend because of a local emergency (for example, because they are unable to travel to the Service) during the period of the emergency or up to 28 days afterwards
- The individual who cares for the child has decided the child should not attend the Service for up to seven days immediately following the end of a period of local emergency
- In shared care arrangements (where separated parents both claim Child Care Subsidy for the child's care), the allocation of 42 absences relates to the child, not to each individual claimant

7.15 Fees Policy

FLASCA aims to provide a quality service to families at an affordable price. The Approved Provider will set fees based on the annual budget required for the provision of quality childcare in keeping with FLASCA's Philosophy Statement and other goals, and these Policies and Procedures. Child Care Subsidy is available to all families who meet eligibility guidelines (including residency, activity, and immunisation)

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act (2010) and Regulations (2011)
- Australian Government Child Care Provider Handbook
- NQS Area 7- Governance and Leadership
- Policies: 2.14- Bookings and Cancellations Policy 3.5 - Excursions Policy, 9.2 - Enrolment Policy, 9.3 - Communication with Families Policy, 10.3 - Budgeting and Planning Policy, 10.17- Strategic Planning Policy

Procedure

- Fees will be paid, for all days attended, on a weekly basis.
- A statement must be issued by the Service for each child receiving Child Care Subsidy as reduced fees as per the Australian Government's Child Care Provider Handbook. This state which is intended to help parents understand the relationship between the fees they are charged, the amount of subsidy paid to their childcare provider on their behalf, and their out-of-pocket expenses.
- Fees are paid exclusively by direct bank transfer using the family and child's name as reference. Bank details are provided on the weekly statements.
- All transfers will be receipted to the software system prior to the preceding statement being issued.
- If parents/care givers are experiencing financial difficulty paying the fees, application is to be made in writing to the Approved Provider so that a payment arrangement can be considered.

Child Care Subsidy (CCS)

- The appropriate personnel will keep parents informed about the availability of Child Care Subsidy (CCS) by:
 - Advising all parents of their option to apply for Child Care Subsidy with Centrelink through information provided in the Family Information Package; and
 - Making available information for parents in newsletters, on websites, through social media and by email

Families are required to provide all personal information, as requested on the enrolment form, to be eligible for reduced fees

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- Full fees will be charged without subsidy until FLASCA receives a current and correct information form from the family such as CRN's and that information has been acknowledged by Centrelink. Credit for fees already paid will be made in accordance with the Australian Government's Child Care Provider Handbook
- All CCS records will be kept for 7 years from the last entry on the record in accordance with the Australian Child Care Service Handbook.

Late Collection Fees

- Closing time of this Service is 6.15pm. Parents who collect their children after this time will incur a late fee of \$15.00 plus \$1.00 per minute for the first 15 minutes and \$2.00 per minute thereafter.
- The fee will be automatically placed on the family invoice and will not attract childcare subsidy.

Cancellations

- 1 week's advance notice is required for cancellation of permanent bookings and fees are charged during that period.
- Casual bookings require 48 hours' notice for no charge. If cancellation notice is given within 24-48 hours 50% of booking fee will be applied. If cancellation notice is given within 24 hours or less full booking fee will apply.
- Families are not eligible to receive CCS after a child's last physical day of attendance at the Service, where they have been booked unless under certain circumstances, as per the Child Care Provider Handbook pgs. 59-61

Public Holidays and School Strikes

- Public Holidays that fall during the school term will be charged at the normal session rate. Those that fall during the school holidays will not be charged.
- During Department of Education Strikes, full fees will be charged as normal and the Service will remain open for both the morning and afternoon session. Should the Service be closed during a strike, families will be notified and fees will not be charged.

Overdue Fees

- If there are outstanding fees of over \$10.00, or where no payment has been made in at least 2 weeks:
 - In the first instance, a statement will be issued and the Administrator will remind the parent in person or by telephone and record when the parent has agreed to pay the account;
 - If no payment has been received as agreed when agreed, the Administrator will issue a letter (Reminder Letter) where the terms of payment are explained and

Quality Area 7: Governance and Leadership

the parents are informed that continued enrolment is dependent upon the payment of the fees outstanding;

- If no arrangements have been made the parent will be contacted by the representative of Approved Provider where the terms of payment are discussed and parents are informed that continued enrolment is dependent on the payment of the fees outstanding
 - A debt collection agency may be used if payment of fees has not been received;
 - The Approved Provider may, in his/her discretion, exclude the child temporarily or permanently from further FLASCA if the parents have not met the requirements as advised to them by the Approved Provider as above under the previous paragraphs.
- All outstanding fees are to be settled by the end of each school term failing which the Service may refuse to accept bookings from affected families for any forthcoming Vacation Care sessions. The Approved Provider in its discretion may waive this requirement in any case where a family has entered into a payment arrangement in good faith.

Credit balances

- When a family ceases to use the Service any funds held in credit by the Service on their behalf should be refunded to them, subject to the following:
 - In the absence of a specific written request (including remittance details) from the family made within 3 months of their ceasing to use the Service, credit balances of \$15.00 or less will not be refunded and will be transferred instead to the OOSH general or operating account;
 - Credit balances of more the \$15.00 will be refunded to the family unless the family cannot be contacted after all reasonable endeavours have been made to do so by the Service utilising the contact information provided by the family in its most recent Enrolment Form in which case the credit balance will be transferred instead to the OOSH general or operating account.
- The Administrator should provide to the Approved Provider by the end of Term 2 every year a list of the credit balances to be transferred to the OOSH general or operating account under this procedure for approval by the Approved Provider
- Nothing in this procedure prevents the Approved Provider in his/her discretion from authorising the amount of a credit balance to be refunded to a family after it has been transferred to the OOSH general or operating account.

Fee increases

The Approved Provider will review fees annually taking into account CPI increases. Notification of fee increases will be made in accordance with National Regulation 172 which requires at least 14 days notice.

7.16 Governance and Management Policy

Well defined and accessible management systems combined with ongoing staff training and development are necessary to ensure compliance with the National Quality Framework and National Regulation and the delivery of consistently high-quality care by staff and parents;

Sourcing

Quality Area 7
Elements 7.1, 7.2, 7.3

Early Childhood Australia (ECA) *the Code of Ethics*;
Children Education and Care Services National Law Act 2010
Educational and Care Services National Regulations
National Quality Standards for Early Childhood Education and Care and School Care

To develop a partnership with the school and community to accommodate the needs of all involved;

To implement systems for recruiting, managing and developing high quality teams of Educators;

To provide programs and experiences relevant to children's individual needs and interests in before school, after school and vacation care situations;

To build relationships with parents such that there are regular opportunities for them to participate in and contribute to the service, including requests for regular and honest feedback and comment;

To acknowledge and attend to social issues such as equity, justice and inclusive practice;

To comply with the Department of Education regulations in the staffing, environment, program and conditions offered to children and families;

To comply with the National Quality Framework and National Law including continuing evaluation and an ongoing Centre Quality Improvement and Development Plan;

To support staff in effectively managing Educators, facilities and budgets including setting schedules for fees, governing expenditure and obtaining the required resources;

To provide and maintain an environment, materials, equipment and resources which are safe, attractive, hygienic and appropriate for the service users;

To maintain periodic assessment and review of management procedures, policies and practices.

Procedure

FLASCA are approved by the relevant regulatory Authority

Quality Area 7: Governance and Leadership

The operations of FLASCA OOSH are based upon the elements as defined in the National Quality Framework.

An organisation chart is available to all families. This details the positions, roles, and responsibilities of all relevant personnel as well as informing families of governance relationships and interaction.

Educators employed are skilled and experienced practitioners in early childhood/primary education fields and are supported by clear systems of management and administration.

Regular staff meetings are held at the Service. Meetings are carefully planned to allow for optimal discussion and resolution of outstanding issues, concerns and improvement of the service whilst maintaining high staff motivation and morale.

The Co-ordinator meets regularly with Management to report the Service activity and discuss all aspects of the service.

Committee Representatives and the Co-ordinator meet regularly with the School Principal, report formally to the FLASCA Committee each term and contribute regularly to the school newsletter.

Service staff are proactive in approaching individual school staff to facilitate professional interactions.

The Committee and Management provides opportunities for staff at the Service to critically evaluate the role of Management within the Service and the Committee.

7.17 Financial Management Policy

The FLASCA Financial Policy and Procedure Manual provides the policies and procedures for financial transactions within the business which must be followed by all staff. It also provides guidelines FLASCA will use to administer these policies, with the correct procedure to follow.

FLASCA will keep all financial policies current and relevant. From time to time it will be necessary to modify and amend some sections of the policies and procedures, or to add new procedures.

Any suggestions, recommendations or feedback on the policies and procedures in this manual are welcome.

These policies and procedures apply to all employees.

Finance Authorisation

Purpose of the Policy

All finance transactions as noted in this policy are to be authorised by the noted authorised person prior to the transaction being undertaken.

This policy is to be read in conjunction with other specific finance policies where relevant.

Procedure

Prior to any of the following finance transactions being undertaken, the authorising person noted must authorise the transaction.

Where additional policy is noted, this policy must also be adhered to when undertaking the finance transaction.

Finance Transaction	Authorised Person	Additional Policy
Bank Accounts	President or Treasurer of FLASCA Committee	
Business Debit Card	President, Treasurer of FLASCA Committee	
Authorising New Suppliers	President, Treasurer of FLASCA Committee	
Purchasing Resources	President or Treasurer of FLASCA Committee to approve and Bookkeeper to order	
Purchasing Assets/ Equipment	President or Treasurer of FLASCA Committee to approve and Bookkeeper to order	
Debt Collection	Bookkeeper	
Payment of Invoices	President, Treasurer of FLASCA Committee	
New family membership fees	Coordinator/ Bookkeeper	
Managing fees	Bookkeeper	

Bank Account

Purpose of the Policy

This policy sets out the requirements for use of bank accounts, including opening, closing authorisation, variations to terms and conditions, reconciliation of bank accounts and bank account transactions.

Procedures

Opening Bank Accounts

Quality Area 7: Governance and Leadership

Any new bank accounts to be opened for the business must have the authorisation of President or Treasurer of FLASCA Committee. For each new bank account opened, the financial system must be updated, and the bank account registered by President or Treasurer of FLASCA Committee.

Bank Account Authorisations

For monies withdrawn from any bank account, whether by cheque, EFT or other online payment method, there must be two persons authorising for each payment.

The authorised persons for bank account payments are:

FLASCA Committee President

FLASCA Committee Treasurer

FLASCA Committee OOSH Representative

Each payment made must be supported by invoice, receipt or other appropriate documentation and the authorisations must be attached to this documentation prior to payment.

Variations to Bank Account Terms and Conditions

Any variations to banking arrangements can be made or varied by President, Treasurer or FLASCA Committee OOSH Representative.

The FLASCA Committee is responsible for updating the financial system and/or bank account register with the new information.

Closing Bank Accounts

Where it is decided that a bank account is no longer necessary, President or Treasurer will authorise the closure of the bank account.

The FLASCA Committee will then be required to complete the following:

- ensure all transactions with respect to the account (including cheques drawn) have been completed;
- lodge with the bank a letter, signed by the President or Treasurer authorised signatories advising of the closure of the account;
- meet the bank's requirements with respect to account closure; and
- update the financial system and bank account register.

Bank Account Transactions

All deposits received must be banked within 2 business days.

Unallocated direct deposits of more than one month will be investigated fully to determine source of deposit. Where the source cannot be identified, the deposit will be allocated to revenue account "Parent Fees"

Use of Business Debit Card

Purpose of the Policy

This policy provides guidelines for the issue and use of business debit cards.

Procedures

An employee will only be issued a debit card once the Debit Card Authorisation Form has been completed.

The business debit card can only be used for groceries, authorised resources, and equipment (see authorisation above), and of small value expenses up to the value of \$100.

No cash advances are to be taken using the business debit card unless authorised by President, treasurer, or bookkeeper.

Where a business credit card is lost or stolen, then the owner of this card is to notify the Bookkeeper who is responsible for notifying the issuing agency and ensuring the card is cancelled.

The use of the business debit card is not to be used for personal expenses.

All holders of business debit cards are required to reconcile the monthly debit card statement to the budget form, attach all receipts for payments made on the debit card and have the budget form authorised by the Manager and Bookkeeper.

All business debit cards are to be returned to the business when the person is requested to by the President, Treasurer or Bookkeeper or where they cease employment with the business.

New Supplier

Purpose of the Policy

All new suppliers to the business must be reviewed and accepted in accordance with this policy to ensure that the supplier service is aligned with the business objectives.

Choosing a New Supplier

A new supplier must provide our business with high quality, child centre services and products.

For each new supplier the following information table must be completed prior to agreeing services.

Supplier Selection Background Information

Business Name of Supplier:

Location of Supplier:

Products/Services provided by supplier:

(Attach a list if necessary)

Name of business owner/ sales representative:

How many years has the supplier been trading?:

Supplier Selection Review Checklist

For each new supplier being considered the following checklist must be completed

Is the supplier pricing competitive? Attach list to this checklist: -----

What are the payment terms for this supplier? -----

What is the return policy for this supplier: -----

Does the supplier provide warranties, guarantees etc.?: -----

Are the suppliers representatives knowledgeable of the products/ services and industry?: -----

Is there an alternative to this supplier, has the alternative supplier been considered?: -----

What are the delivery services of the supplier?: -----

Has the Personal Property Securities Register (PPSR). been reviewed: -----

Has the supplier been trade checked (attach this to this checklist): -----

Appointment of Supplier

The appointment of a new supplier will be authorised by the Committee.

All relevant details of the supplier will be entered into the financial system by the FLASCA Committee Treasurer once approval is obtained from management.

FLASCA Committee Treasurer will review information entered into the financial system and independently verify the bank account or other payment details of the supplier to ensure payments made are to the correct supplier.

Supplier Payment Terms

All purchases from suppliers must be supported by a purchase order

Payment terms for all suppliers must be reviewed by Bookkeeper annually.

All supplier payment terms must be a minimum of 7 days.

Any variation to the above must be authorised by Bookkeeper

All supplier payments are to be reviewed once per quarter) to ensure that payment terms are adhered to.

Purchasing

Purpose of the Policy

This policy provides guidelines for the purchase of goods, services, equipment and assets for the business.

This policy is applicable for all purchases over \$100.00.

Where items to be purchased are less than \$100, then the credit card can be used.

Procedures

Request for Purchase

All purchases for business items must be requested through a purchase order.

All items over the value of \$100.00 must be supplied by authorised suppliers - refer to the New Suppliers Policy where the supplier is not an existing supplier.

A request for purchase must address the following criteria:

- High quality and (where relevant) child focused and safe
- purchasing that promotes environmental sustainability
- value for money

All purchase orders must be authorised within the following guidelines:

Items Purchased	Persons Authorised	Second Authorisation
Equipment	President/ Treasurer	FLASCA Committee OOSH Representative
Program resources	President/ Treasurer	FLASCA Committee OOSH Representative
Assets	President/ Treasurer	FLASCA Committee OOSH Representative

All authorised purchase orders are to be copied and distributed to Bookkeeper with estimated payment date and one to the Coordinator who will check receipt of purchase against the purchase order when received.

Equipment Asset Purchases

All equipment and asset purchases must be entered in the financial system by Bookkeeper with the following details included:

- date of purchase
- supplier
- make, model, warranty/guarantee information.

Service Agreements

All agreements for the provision of services to the business in excess of \$100.00 are to abide by this policy.

Receipt of Purchases

All purchases received are to be checked against purchase order and noted as correctly supplied.

Once correct receipt has been recorded, this will be recorded on purchase order and forwarded to Bookkeeper for payment of purchase.

Additional Policies for Purchasing

Use of Business Credit Card Policy

Debt Collection

Purpose of the Policy

This policy provides guidelines for the collection of late payments from parent accounts.

Procedures

An aging debtor report in Xplor is to be run every week. All overdue fees are to be noted and the following procedures undertaken until recovery of outstanding amounts.

- **First Contact:** Once the payment is overdue, phone and email the account holder. Remind them that payment is due and has not been received. Ask them when they will be paying and keep a record of the conversation or email in Late Payment Recovery spreadsheet. Remember to be nice, they may have forgotten or paid into the wrong bank account.
- **Overdue reminder:** If they do not respond to the phone call or email, try contacting someone else on the account. Let them know who you are trying to contact. This often results in a return response from the person you were trying to contact. Make a note of all conversation details on the Late Payment Recovery spreadsheet.
- **Final notice:** When a payment is overdue for 2 weeks a final notice is to be sent either by phone or email. A record of this notice must be entered onto the overdue account notes in Xplor.
- **Formal letter of demand:** Where payment remains outstanding for 7 days and there has been an unsatisfactory response from the customer, authorisation from the President/ treasurer for the formal letter of demand to be issued must be obtained. Once authorised this letter is to be sent via registered mail and a record of this notice must be entered onto the overdue account notes in Xplor.

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- **Debt collection agency:** Where the amount outstanding is in excess of \$100.00 and the President/ Treasurer has approved, a debt collection agency is to be appointed to recover the debt.
- **Write off debt:** Fees that remain outstanding for 90 days are to be written off as bad debts and no further bookings are to be undertaken with that account without approval from the President or Bookkeeper

Grant Application**Purpose of the Policy:**

To outline the process required for grant application and the reporting obligation.

Procedures

FLASCA Committee (or delegate of the Association) may apply for grants from external organisations such as local councils to fund projects and improvements, such as playgrounds, rebates, programming

The Association (or delegate of the Association) must consider and understand the obligations (legal, financial, reporting) within the grant agreement and ensure the benefits outweigh the ongoing costs.

If the funding body requires a sponsor organisation for a grant application, the Association (or delegate of the Association) can use the school as the sponsor.

The Association (or delegate of the Association) is responsible for:

- completing and submitting the grant submission complying with any terms and conditions attached to the acceptance of a grant, including reporting requirements
- ensuring the correct GST treatment for any grant funds Refer to Australian Taxation Office (ATO) GST ruling GSTR 2012/2: Financial Assistance Payments for guidance on determining if a grant received is consideration for a taxable supply. If there is no binding obligation or supply that the Association has to make, the grant is likely to be outside the scope of GST. If there is a related supply or a binding obligation for the Association to do or not do something, the grant payment is likely to be considered as a taxable supply
- verify with the organisation making the grant payment if the amount is inclusive of GST and if the payer requires a tax invoice, and

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- ensuring that grant funds are applied as specified in the application. The FLASCA Committee Treasurer must consider whether the Service spends the grant funds directly

Budgeting

Purpose of the Policy:

To ensure the effective and efficient management of the service, the Approved Provider and Nominated Supervisor shall work collaboratively together to develop workable and responsible budgets and financial planning guidelines for the ongoing operation of the service.

Relevant Laws and other Provisions

- Refer to the ‘Constitution’ or equivalent for limitations and role of the Approved Provider other governing body
- Corporations Act, 2001
- Australian Government Child Care Provider Handbook
- National Quality Standard, Quality Area 7 – Governance and leadership

Procedures

An annual service budget will be prepared by the Approved Provider (or delegate of Approved Provider i.e. advisory service) working in consultation with the Nominated Supervisor and other relevant employees. The service budget will be tabled at the AGM.

Budgets will take into account the need for appropriate and adequate employees, facilities, equipment, maintenance and the requirements of the service policies and procedures.

Budgets will also take into account the professional development needs of educators at the service with a yearly allocation for training relating to their job role.

Service budgets will be used in the strategic planning process to ensure allowances are made for major items of expenditure such as replacing computers, resources and/or furniture. Budgets will also be used to inform the setting of appropriate fees.

The Approved Provider and Nominated Supervisor may seek external expertise to inform budgets using relevant industry standards.

Internal Financial Controls Checklist

Documents Checklist	YES	NO	N/A	Notes
Monthly Profit and Loss statements				
Financial Records and Documents including invoices, bank statements, credit card				

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statements, bank reconciliations				
Copy of Asset list				
Copy of Centre Policies and Procedures				
Copy of prior year audit letter and response				
Copy of grant applications/ rebates				
Copy of BAS (quarterly)				
Financial Checklist	YES	NO	N/A	Notes
Irregularities or any item with which you are unfamiliar is reviewed and questioned on a regular basis				
Monthly statement of accounts is reviewed, initialled and dated by the Treasurer and Bookkeeper.				
All bank accounts are reconciled with the statement of accounts on a monthly basis				
The treasurer is initialling and dating the statement of accounts and bank statement/reconciliation on completion of the monthly review				
The Service Coordinator is recording the receipts on the budget sheet monthly				
Payments are made from the original invoice as opposed to packing slips or photocopies or fax copies to reduce the possibility of double payments				
Invoices above \$100.00 are approved and initialled for payment by the Bookkeeper and/or Treasurer.				
Grants provided by the government are being accounted for correctly with the relevant GST component				
Monthly Financial Reports are reviewed, initialled and dated by the Treasurer and Bookkeeper.				

Payroll

Quality Area 7: Governance and Leadership

The Approved Provider as the employer acknowledges the importance of ensuring that employees receive their correct payment of wages in a timely and efficient manner.

Relevant Laws and other Provisions

Relevant Awards including:

- Children's Services Award 2010
- Parents and Citizens Associations Award – State 2016
- Education Services (Schools) General Staff Award 2010

Fair Work Act 2009

Relevant Policies: Employee Remuneration and Entitlements Policy

Procedures

Award compliance

A current copy of the relevant award shall be available at the service in a location accessible to employees. All minimum conditions prescribed under the award shall be complied with. The service may seek membership with an appropriate advisory body in dealing with industrial relations matters.

Payments to employees

The Co-ordinator will be required to submit a timesheet for approval to the Bookkeeper and the Treasurer (or the employer's delegate) by each fortnight on a Friday.

The Bookkeeper will be required to submit a summary of the previous fortnights payroll alongside the timesheet to be signed off by the Treasurer (or employer's delegate).

The timesheet will be reviewed within a 48-hour period and processed once approved.

Incomplete and inaccurate timesheets will not be approved, and the Co-ordinator will be requested to rectify the oversights within a reasonable timeframe.

Intentionally inaccurate timesheets may be considered fraudulent when hours claimed to have been worked, have not been worked.

Claims for additional hours must be approved by the Bookkeeper and the Treasurer (or employer's delegate) prior to being worked, other than in the event of an emergency or unforeseen event such as a parent being late to collect a child.

Pay slips will be forwarded to an employee within one day of their pay being processed.

Employee Remuneration and Entitlements Policy

The Approved Provider recognises the value of a high-quality workforce and acknowledges the contribution that pay and conditions have on employee satisfaction and performance. The Approved Provider/Employer will ensure that all employees are appropriately remunerated and receive entitlements in accordance with conditions that are no less than those prescribed in the relevant award.

Relevant Laws and other Provisions

The laws and other provisions:

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

Family and Child Commission Act 2014

Relevant Awards including:

- Children's Services Award 2010
- Parents and Citizens Associations Award – State 2016
- Education Services (Schools) General Staff Award 2010

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Relevant Policies: Payroll Policy

Procedures

Award compliance

A current copy of the relevant award shall be available at the service in a location accessible to employees.

All minimum conditions prescribed under the award shall be complied with.

The service may seek membership with an appropriate advisory body in dealing with industrial relations matters.

Negotiated above award conditions

To ensure the Approved Provider is able to provide a competitive employment arrangement recognising outstanding and/ or exemplary performance including the capacity to retain qualified, experienced and skilful employees, as the employer, they may enter into negotiated arrangements with above award conditions for employees.

In making such a decision, the employer will consider:

- Performance;
- Experience;
- Qualifications
- Skills and knowledge;
- Efforts;
- Quality;
- Client satisfaction;
- Compliance history;
- Business, educational and change leadership; and
- Innovation and strategic planning.

Entitlements and allowances management

Employees shall be paid entitlements and allowances in accordance with the Children's Services Award. Employees shall be required to record an entitlement and allowance claim with their timesheet in the relevant pay period.