



Policy and Procedure Manual



Jannali Before & After School Care

Policy and Procedure Manual Contents Table

Instructions:

- ✓ Green Table: A snapshot of National Regulation 168 and where these policies are located
- ✓ Orange Table: Alphabetical list by TOPIC
- ✓ Blue Table: Alphabetical list by POLICY



Centre Support

Reg 168 Education and care service must have policies and procedures

- (1) The approved provider of an education and care service must ensure that the service has in place policies and procedures in relation to the matters set out in subregulation (2).
 (2) Policies and procedures are required in relation to the following –

| Section of Regulation 168 (2) | NQF POLICY Where to locate |
|---|--|
| <i>(a) health and safety, including matters relating to—</i> | |
| (i) nutrition, food and beverages, dietary requirements; and | Nutrition & Food Safety Policy, Health & Hygiene Policy |
| (ii) sun protection; and | Sun Protection Policy, Physical Environment (Workplace Safety, Learning and Administration) Policy |
| (iii) water safety, including safety during any water-based activities; and | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| (iv) the administration of first aid; | Administration of First Aid Policy, Incident, Injury, Trauma and Illness Policy |
| (v) sleep and rest for children | Rest, Relaxation and Clothing Policy |
| (b) incident, injury, trauma and illness procedures complying with regulation 85; | Incident, Injury, Trauma and Illness Policy |
| (c) dealing with infectious diseases, including procedures complying with regulation 88; | Infectious Diseases Policy |
| (d) dealing with medical conditions in children, including the matters set out in regulation 90; | Medical Conditions Policy |
| (e) emergency and evacuation, including the matters set out in regulation 97; | Emergency Management and Evacuation Policy |
| (f) delivery of children to, and collection of children from, education and care service premises, including procedures complying with regulation 99; | Delivery and Collection of Children Policy |
| (g) excursions, including procedures complying with regulations 100 to 102; | Excursion Policy |
| (ga) if the service transports or arranges transportation of children other than as part of excursions, transportation including procedures complying with Division 7 of Part 4.2 of Chapter 4; | Transport Policy |
| (h) providing a child safe environment; | Child Protection Policy Chemical Spills Policy Delivery and Collection of Children Policy |

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| | <p>Emergency Management and Evacuation Policy Family Law and Access Policy Health and Hygiene Policy Infectious Diseases Policy Lock Up Policy Photography Policy Physical Environment (Workplace Safety, Learning and Administration) Policy Staffing Arrangements Policy Technology usage Policy Tobacco Drug and Alcohol Policy Transport Policy Work Health and Safety Policy</p> |
| <i>(i) staffing, including—</i> | |
| (i) a code of conduct for staff members; and | Educator and Management Policy |
| (ii) determining the responsible person present at the service; and | Staffing Arrangements Policy |
| (iii) the participation of volunteers and students on practicum placements; | Staffing Arrangements Policy Governance and Management Policy |
| (j) interactions with children , including the matters set out in regulations 155 and 156; | Interactions With Children Policy |
| (k) enrolment and orientation ; | Enrolment and Orientation Policy |
| (l) governance and management of the service, including confidentiality of records; | Governance and Management Policy Privacy and Confidentiality Policy |
| (m) the acceptance and refusal of authorisations ; | Acceptance and Refusal of Authorisations Policy |
| (n) payment of fees and provision of a statement of fees charged by the education and care service; | Fees Policy |
| (o) dealing with complaints . | Grievance Policy <i>FOR REPORTING REQUIREMENTS SEE</i> Incident, Injury, Trauma and Illness Policy |

All Topics (Alphabetical)

| OSHC TOPIC | OSHC NQF POLICY Where to locate |
|--|--|
| A | |
| Abuse and Neglect | Child Protection Policy |
| Additional Needs Children | Inclusion Policy |
| Administration of Authorised Medication | Administration of Authorised Medication Policy |
| Administration of First Aid | Incident, Injury, Trauma and Illness Policy |
| Alcohol | Tobacco, Drug and Alcohol Policy |
| Allergy Management | Medical Conditions Policy |
| Anaphylaxis Management | Medical Conditions Policy |
| Animal and Pet Guidelines | Animal and Pet Policy |
| Asthma Management | Medical Conditions Policy |
| Authorisations (Acceptance and Refusal) | Acceptance and Refusal of Authorisations Policy |
| Authorisation for Excursion Form | Excursion Policy |
| B | |
| Babysitting | Educators Babysitting, Tutoring or Caring for Children From our Service, Outside Our Service |
| Back Care and Manual Handling | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Behaviour Guidance | Interactions with Children Policy |
| Blood Spill Procedure | Health Hygiene and Safe Food Policy |
| Bullying (Children) | Interactions with Children Policy |
| Bullying, Discrimination and Harassment (Educators and Managers) | Governance and Management Policy Staffing Arrangements Policy |
| Buses | Transport Policy |
| Bush Fires | Bush Fire Policy |
| Bush Fire Action Plan and Survival Kit | Bush Fire Policy |
| C | |
| Chemical Spill Procedure | Chemical Spills Policy |
| Child Care Subsidy | Fees Policy Staffing Arrangements Policy |
| Child Safe Environment | Child Protection Policy Chemical Spills Policy Delivery and Collection of Children Policy Emergency Management and Evacuation Policy Family Law and Access Policy Health and Hygiene Policy Infectious Diseases Policy Lock Up Policy Photography Policy |

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|--|---|
| | Physical Environment (Workplace Safety, Learning and Administration) Policy Interactions with Children Policy Staffing Arrangements Policy Technology Usage Policy Tobacco Drug and Alcohol Policy Transport Policy Work Health and Safety Policy |
| Children's Clothing | Rest, Relaxation and Clothing Policy |
| Choosing Appropriate Resources and Equipment | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Cleaning of Buildings, Premises, Furniture and Equipment | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Cleaning Schedule | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Clothing | Rest Relaxation and Clothing Policy |
| Code of Conduct | Governance and Management Policy Staffing Arrangements |
| Code of Conduct (Child Protection) | Child Protection Policy |
| Collection and delivery of children | Delivery and Collection of Children Policy |
| Communicating with Families | Inclusion Policy Emergency Management and Evacuation Policy Excursion Policy Fees Policy Grievance Policy Infectious Diseases Policy Enrolment and Orientation Policy Rest, Relaxation and Clothing Policy Social Media Policy |
| Complaints | Grievance Policy Incident, Injury, Trauma and Illness Policy |
| Computer and Related Technology Usage | Technology Usage Policy |
| Confidentiality and Storage of Records | Privacy and Confidentiality Policy |
| Coronavirus | Coronavirus Policy |
| D | |
| Data Breach | Privacy and Confidentiality Policy |
| Death of a Child Procedure | Death of a Child Policy |
| Death of an Educator Procedure | Death of an Educator Policy |
| Delivering Children to and from School | Delivery and Collection of Children Policy |
| Dental Accidents | Health and Hygiene Policy |
| Dental Hygiene and Care | Health and Hygiene Policy |
| Detergents | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Diabetes Management | Medical Conditions Policy |
| Disclosure of Harm | Child Protection Policy |

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| | |
|---|---|
| Diseases | Infectious Diseases Policy |
| Disinfectants | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Dress | Staffing Arrangements Policy |
| Drivers | Transport Policy |
| Drugs | Tobacco, Drug and Alcohol Policy |
| Duty of Care | Work Health and Safety Policy |
| E | |
| Educator Interactions | Staffing Arrangements Policy |
| Educator Meetings | Staffing Arrangements Policy |
| Educator Orientation | Staffing Arrangements Policy |
| Educator to Child Ratios | Staffing Arrangements Policy |
| Educator Training and Qualifications | Staffing Arrangements Policy |
| Electrical tagging | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Emergency Administration of Medication | Administration of Authorised Medication Policy |
| Emergency Evacuation Procedures and Drills | Emergency Management and Evacuation Policy |
| Emergency Involving Anaphylaxis or Asthma | Administration of Authorised Medication Policy |
| Emergency Kit | Emergency Management and Evacuation Policy |
| Emergency Management Plan | Emergency Management and Evacuation Policy |
| Enrolment | Enrolment and Orientation Policy |
| Environmental Sustainability and our Curriculum | Environmental Sustainability Policy |
| Equipment and Environment | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Exclusion Periods | Immunisation and Disease Prevention Policy Infectious Diseases Policy |
| Excursions | Transport Policy |
| Excursion Risk Assessment Form | Excursion Policy |
| F | |
| Faeces Spill Procedure | Health Hygiene and Safe Food Policy |
| Fees Procedure | Fees Policy |
| Fevers | Infectious Diseases Policy |
| Fire Danger Ratings | Bush Fire Policy |
| Fire Equipment | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| First Aid Kit | Incident, Injury, Trauma and Illness Policy |
| Food Preparation and Food Hygiene Procedure | Nutrition and Food Safety Policy Health and Hygiene Policy |
| Food Storage Procedure | Health, Hygiene and Safe Food Policy |
| G | |
| Governance | Governance and Management Policy |
| Grievance Guidelines | Grievance Policy |
| Grievance Notification Requirements | Incident, Injury, Trauma and Illness Policy |
| Guidelines for Seatbelts and Restraints | Transport Policy |

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| H | |
|--|--|
| Hand Washing Procedure | Health and Hygiene Policy |
| Hazardous Substances | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Heat | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| HIV/AIDS | Infectious Diseases Policy |
| Hygiene | Health and Hygiene Policy |
| I | |
| Illness Record | Incident, Injury, Trauma and Illness Policy |
| Incident, Injury, Trauma and Illness Record | Incident, Injury, Trauma and Illness Policy |
| Inclusion | Inclusion Policy Interactions with Children Policy |
| Indoor Space Requirements | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Injury | Incident, Injury, Trauma and Illness Policy |
| Inspection and testing of electrical equipment | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Interactions with Children | Interactions with Children Policy |
| J | |
| Job Descriptions | Staffing Arrangements Policy |
| K | |
| Kitchens | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| L | |
| Learning Environments | Inclusion Policy Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Learning and Play | Education, Curriculum and Learning Policy Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Lightning | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Lockdown | Lockdown Policy |
| Lock up | Lock Up Policy |
| M | |
| Management | Governance and Management Policy |
| Management Interactions and Responsibilities | Governance and Management Policy Staffing Arrangements Policy |
| Manual handling | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Medical Conditions Management Plan | Medical Conditions Policy |

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| | |
|--|---|
| Medical Conditions Risk Minimisation Plan | Medical Conditions Policy |
| Medical Conditions Communication Plan | Medical Conditions Policy |
| Medication | Administration of Authorised Medication Policy |
| Minimising Potentially Dangerous Substances | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| My Time, Our Place Learning Outcomes | Education, Curriculum and Learning Policy |
| N | |
| Notification of Serious Incidents and Complaints | Death of a Child Policy Incident, Injury, Trauma and Illness Policy Work Health and Safety Policy |
| Notifications Family Assistance Law (CCS) | Governance Policy |
| Notifications Service Operations | Governance Policy |
| Nutrition | Nutrition and food Safety Policy |
| O | |
| OHS | Work Health Safety Policy |
| On-going Maintenance | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Orientation for Children | Enrolment and Orientation Policy |
| Orientation for Educators | Staffing Arrangements Policy |
| Outdoor Space Requirements | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Overdue Fees | Fees Policy |
| P | |
| Parent Grievances | Grievance Policy |
| Partnerships with Families and the Community | Inclusion Policy Education, Curriculum and Learning Policy Environmental Sustainability Policy |
| Pest Inspections | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Photography | Photography Policy |
| Physical Activity | Physical Activity Policy |
| Poison Safety Checklist | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Priority of Access Guidelines | Priority of Access Policy Enrolment and Orientation Policy |
| Privacy | Privacy and Confidentiality Policy Social Media Policy |
| Professional Development Requirements | Staffing Arrangements Policy |
| Professional Support Services for Children | Inclusion Policy |
| Q | |
| Qualifications for Educators | Staffing Arrangements Policy |

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R

| | |
|---|---|
| Ratios | Staffing Arrangements Policy |
| Rearranging, Adding or Removing Furniture | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Records Relating to Enrolled Children | Privacy and Confidentiality Policy |
| Responsible Person | Staffing Arrangements Policy |
| Rest | Rest, Relaxation and Clothing Policy |
| Road Safety | Transport Policy |
| Rostering | Staffing Arrangements Policy |

S

| | |
|--|---|
| Safety Checks | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Screen Time | Technology Usage Policy |
| Seatbelts | Transport Policy |
| Serious Incidents | Incident, Injury, Trauma and Illness Policy |
| Sign-In / Sign-Out | Delivery and Collection of Children Policy |
| Smoking | Tobacco, Drug and Alcohol Policy |
| Social Media | Social Media Policy |
| Staff Meetings | Staffing Arrangements Policy |
| Storage of Records | Governance and Management Policy |
| Storms | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Students | Staffing Arrangements Policy |
| Sun Protection | Sun Protection Policy |
| Supervised Self-Administration of Medication | Administration of Authorised Medication Policy |
| Supporting Children through Difficult Situations | Interactions with Children Policy |
| Supervision of Resting Children | Rest, Relaxation and Clothing Policy |
| Suspicion of Harm | Child Protection Policy |
| Sustainability | Environmental Sustainability Policy |

T

| | |
|---------------------------------|---|
| Tagging electricals | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Technology | Technology Usage Policy |
| Television and DVD Player Usage | Technology Usage Policy |
| Ticks | Incident, Injury, Trauma and Illness Policy |
| Tobacco, Drug and Alcohol | Tobacco, Drug and Alcohol Policy |
| Toileting Procedure | Health, Hygiene and Safe Food Policy |



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| | |
|---|---|
| Toy Cleaning | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Transport Considerations | Excursion Policy Transport Policy |
| U | |
| Urine Spill Procedure | Health Hygiene and Safe Food Policy |
| V | |
| Vehicles | Transport Policy |
| Visitors | Staffing Arrangements Policy |
| Volunteers | Staffing Arrangements Policy |
| W | |
| Water Safety | Physical Environment (Workplace Safety, Learning and Administration) Policy |
| Work Experience Students and Volunteers | Staffing Arrangements Policy |
| Work Health and Safety (WHS) incidents | Incident, Injury, Trauma and Illness Policy |



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| Administration of Authorised Medication Policy | |
| Administration of First Aid | |
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| B | |
| C | |
| Chemical Spills Policy | |
| Child Protection Policy | |
| Coronavirus Policy | |
| D | |
| Death of a Child Policy | |
| Death of an Educator Policy | |
| Delivery and Collection of Children Policy | |
| E | |
| Education, Curriculum and Learning Policy | |
| Educators Babysitting, Tutoring or Caring for Children | |
| Emergency Management and Evacuation Policy | |
| Enrolment and Orientation Policy | |
| Environmental Sustainability Policy | |
| Excursion Policy | |
| F | |
| Family Law and Access Policy | |
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| Grievance Policy | |
| H | |
| Health and Hygiene Policy | |

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| X | |
| Y | |
| Z | |

Acceptance and Refusal of Authorisations Policy

NQS

| | | |
|-----|-------|---|
| QA2 | 2.2.1 | Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
|-----|-------|---|

National Regulations

| | | |
|------|------|---|
| Regs | 92 | Medication record |
| | 93 | Administration of medication |
| | 99 | Children leaving the education and care service |
| | 102 | Authorisation for excursions |
| | 102D | Authorisation for service to transport children |
| | 160 | Child enrolment records to be kept by approved provider |
| | 161 | Authorisations to be kept in enrolment record |
| | 168 | Education and care services must have policies and procedures |

Aim

Jannali Before & After School Care will request authorisation from families when required to ensure the safety of the children and staff and may refuse a request unless the appropriate authorisation is provided. For example, if a child is to attend an extra-curricular activity for which authorisation is required, but has not been given, this will result in the child not being able to participate in the activity. Preferably, authorisation is required in written format, however in some circumstances staff discretion may be used.

Related Policies

Administration of Authorised Medication Policy
 Enrolment and Orientation Policy
 Excursion Policy
 Photography Policy
 Privacy and Confidentiality Policy
 Social Media Policy

Implementation

To ensure children's health and safety, and comply with the requirements of the National Law and Regulations and our policies and procedures, we will only allow the following activities to occur in respect of individual children if they are properly authorised in writing and dated:

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- Administration of medication (which includes over-the-counter and therapeutic goods under the Therapeutic Goods Act 1989 like Panadol, sunscreen and insect repellent) (Regulation 93)
- Administration of medical treatment, general first aid, and ambulance transportation (required in enrolment records)
- Excursions including regular outings (Regulation 102)
- Transportation including regular transportation (Regulation 102)
- Posting of children's photographs on the service social media account (required in enrolment records)
- Children leaving the premises of a service with a person who is not a parent of the child (Regulation 99)
- Access to personal records (Regulation 181)

Authorisation from families may also be required if:

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

Procedure

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

- Ensure documentation relating to authorisation (permission) from families contains:
 - The name of the child enrolled in the service;
 - The date;
 - Signature of the child's parent/guardian or nominated person who is on the enrolment form;
 - The approximate time the child will return to the service if the child is leaving the service to attend an extra-curricular activity and the time they will return to the service (if applicable);
 - The original form/letter provided by the service;
- Apply these authorisations to the collection of children, administration of medication, excursions and access to records.
- Keep these authorisations in the child's enrolment record.
- Ensure the child will not be permitted to leave the service to attend any extra-curricular activity until authorisation is obtained.
- Ensure that children are not permitted to sign themselves out or leave the service

Our service will accept verbal authorisations in the following situations:

- there is a medical emergency (authorisations are not required for asthma and anaphylactic emergencies)



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- parents or authorised nominees are unable to collect a child before the service closes and authorise an alternate person to collect the child. Confirmation in writing of the authorisation will be sought as soon as possible.

Whenever a person not known to educators is authorised verbally or in writing to collect the child, they must be adequately identified by educators before the child is released. See Delivery and Collection of Children Policy for more information.

Refusing Authorisations

Staff will refuse an authorisation if it unreasonably risks the child's safety, is not in line with our policies and procedures or is fraudulent. For example staff will refuse an authorisation in the following situations:

- the authorisation is not (or does not appear to be) made by an authorised person
- the authorisation does not comply with aspects of our policies and procedures eg medication is not in the original container, does not have the child's name on it, has expired, has an illegible label or the authorised dosage does not match the doctor's instructions

Source

Education and Care Services National Law and Regulations
National Quality Standard

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

Administration of Authorised Medication Policy

NQS

| | | |
|-----|-------|---|
| QA2 | 2.1.2 | Health practices and procedures - Effective illness and injury management and hygiene practices are promoted and implemented. |
| | 2.2.1 | Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |

National Regulations

| | | |
|------|----|--|
| Regs | 90 | Medical conditions policy |
| | 91 | Medical conditions policy to be provided to parents |
| | 92 | Medication record |
| | 93 | Administration of medication |
| | 94 | Exception to authorisation requirement - anaphylaxis or asthma emergency |
| | 95 | Procedure for administration of medication |
| | 96 | Self-administration of medication |

My Time, Our Place

| | |
|-----|---|
| LO3 | Children take increasing responsibility for their own health and physical wellbeing |
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Aim

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

Related Policies

Acceptance and Refusal of Authorisations Policy
Enrolment and Orientation Policy
Incident, Injury, Trauma and Illness Policy
Medical Conditions Policy

Implementation

Educators will only administer medication to children if it is authorised by parents or another person as authorised on the enrolment form. If there is a medical emergency, we will also administer medication when authorised verbally by a parent or another authorised person, medical practitioner or an emergency service, however we may administer medication during an asthma or anaphylaxis emergency without first receiving authorisation.

Medication under the Regulations includes medication covered by the Therapeutic Goods Act 1989. Therapeutic goods include those for therapeutic use to:

- prevent, diagnose, cure or alleviate a disease, ailment, defect or injury
- influence, inhibit or modify a physiological process.

This covers products like sunscreen and insect repellent.

The Nominated Supervisor or Responsible Person on duty will ensure:

- a copy of this policy is provided to parents when they enrol their child
- children's medication is regularly audited to ensure it has not expired, and is in the original container with legible labels
- training is provided for educators as required including in the administration of emergency medication like EpiPens and asthma inhalers.

Administration of Medication (non-emergency)

Educators will administer medication to a child if it complies with our policy requirements and:

1. if the medication is authorised in writing by a parent or another authorised person and
 - is in the original container
 - has not expired
 - has an original label and instructions that can be clearly read and, if prescribed by a doctor has the child's name
 - is administered in accordance with any instructions on the label or from the doctor.
2. after the child's identity and the dosage of the medication is checked by an educator who is not administering the medication. This educator will witness the administration of the medication.
 - Anyone delivering a child to the service must not leave medication in the child's bag. Medication must be given directly to an educator and not left in the child's bag. Educators will store the medication in a designated secure place, clearly labelled and ensure that medication is kept out of reach of children at all times.

Self-Administration of Medication by Children

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

When the medication is due to be administered:

- educators will supervise child administering the medication
- educators will complete a medication record

Administration of Medication in emergencies other than anaphylaxis or asthma emergencies

1. Educators will administer medication to a child in an emergency:
 - if a parent or another authorised person verbally authorises the administration of the medication or
 - they receive verbal authorisation from a registered medical practitioner or emergency service if the parent or authorised person cannot be contacted.
2. The Nominated Supervisor or Responsible Person on duty will contact the child's parent/guardian, and provide written notice to the parent/guardian, as soon as possible.

Administration of Medication during Anaphylaxis or Asthma Emergencies

1. Educators may administer medication to a child in an anaphylaxis or asthma emergency without authorisation.
2. The Nominated Supervisor or Responsible Person on duty will contact the child's parent/guardian and the emergency services as soon as possible.
3. The Nominated Supervisor or Responsible Person on duty will advise the child's parent/guardian in writing as soon as possible.

Medication Record

Educators will complete a Medication Record with the name of the child which:

- contains the authorisation to administer medication or for the child to self-administer the medication
- details the name of the medication, the dose to be administered and how it will be administered, the time and date it was last administered, and the time and date or circumstances when it should be administered next
- if medication is administered to a child (including during an emergency), details the dosage that is administered and how it is administered, the time and date it is administered, the name and signature of the person that administered it, and the name and signature of the person that checked the child's identity and dosage before it was administered and witnessed the administration.
- if medication is administered by a child that is authorised to self-administer medication, details the dosage the child took and how, and the time and date it was taken.



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Sources

Education and Care Services National Law and Regulations

National Quality Standard

My Time Our Place

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

Administration of First Aid Policy

NQS

| | | |
|-----|-------|---|
| QA2 | 2.1.2 | Health practices and procedures - Effective illness and injury management and hygiene practices are promoted and implemented. |
| | 2.2.2 | Incident and emergency management - Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. |

National Law

| | | |
|---------|-----|---|
| Section | 174 | Offence to fail to notify certain information to Regulatory Authority |
|---------|-----|---|

National Regulations

| | | |
|------|-----|---|
| Regs | 12 | Meaning of serious incident |
| | 85 | Incident, injury, trauma and illness policies and procedures |
| | 86 | Notification to parents of incident, injury, trauma and illness |
| | 87 | Incident, injury, trauma and illness record |
| | 89 | First aid kits |
| | 161 | Authorisations to be kept in enrolment record |
| | 168 | Education and care service must have policies and procedures |

Aim

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

Related Policies

Incident, Injury, Trauma and Illness Policy

Enrolment & Orientation Policy

Medical Conditions Policy

Administration of Authorised Medication Policy

Infectious Diseases Policy

Procedure

- The Nominated Supervisor is responsible for ensuring that a minimum of one educator who is currently qualified in senior first aid, asthma management and anaphylaxis management is present at the service at all times it is educating and caring for children.
- The service will endeavour to have all educators holding a current first aid qualification.
- A current first aid certificate or willingness to undergo training will be advertised for all new positions.
- The centre will budget for the cost of the first aid course or renewal for each educator as part of the training budget.
- A fully stocked and updated first aid kit will be kept in the designated secure place in the centre. Educators are to ensure that this is easily accessible to all educators and volunteers and kept inaccessible to the children.
- A separate travelling first aid kit will be also maintained and taken on all excursions and outdoor activities.
- The first aid kit will contain the minimum equipment suggested by the Red Cross or St John's Ambulance and a first aid manual will be kept at the centre.
- A cold pack will be kept in the freezer for treatment of bruises and swelling.
- An inventory of the kits will be maintained and checked on a minimum monthly basis and signed off by the Coordinator/Nominated Supervisor. The checklists may be requested for sighting by management or from the NSW regulatory authority.
- An educator will be designated the duty of maintaining the kits to ensure that they are fully stocked, and that all items are within the use by date.
- At orientation, educators and volunteers will be made aware of the first aid kits, where they are kept and their responsibilities in relation to it.
- Qualified first aiders will only administer first aid in minor accidents or to stabilise the victim until expert assistance arrives in more serious accidents.
- Telephone numbers of emergency contacts, local doctor and poisons centre will be located next to the phone.
- In the event of an emergency, the educator administering the first aid must not leave the patient until emergency services or the parent arrives. A second educator should make all emergency calls.
- In the case of a minor accident, the first aid attendant will:
 - Reassure the child

Policy and Procedure Manual

- Assess the injury
- Attend to the injured person and apply first aid as required.
- Ensure that disposable gloves are used with any contact with blood or bodily fluids.
- Ensure that all blood or bodily fluids are cleaned up and disposed of in a safe manner as per the infectious diseases policy.
- Ensure that anyone who has come in contact with any blood or fluids washes their hands thoroughly in warm soapy water.
- Record the incident and treatment given on an Incident, Injury, Illness and Trauma form, recording the following details:
 - Name and age of child
 - Date, time, and location of incident
 - Description of injury and circumstances of how it occurred, including witnesses.
 - Treatment given and name and signature of first aid attendant
 - Details of any medical personnel contacted.
 - Name and details of any parent or emergency contact notified or attempted to notify.
 - Time and date of report and name and signature of a person making report
 - Name and signature of nominated supervisor
- Notify the parents either by phone after the incident if seen fit or on their arrival to collect the child.
- Parental signature confirming knowledge of the accident report form will be gained at the soonest possible convenience.
- Where the service has had to administer first aid and the incident is deemed serious as per Regulation 12, the Nominated Supervisor will ensure that the steps outlined in the “Management of Incident, Injury, Illness and Trauma” policy are followed and the Regulatory Authority is notified within 24 hours of either the incident or them becoming aware of the incident.

Any First Aid kit at the service must -

- not be locked
- not contain paracetamol (Panadol)
- have sufficient first aid resources for the number of employees and children
- have appropriate first aid resources for the immediate treatment of injuries at the service (including asthma and anaphylaxis)
- be accessible within two minutes of an incident (includes time required to access secure areas) and located where there is a risk of injury occurring if relevant
- be provided in the centre mini bus
- be taken on excursions



Policy and Procedure Manual

- be constructed of resistant material, dustproof (can be sealed) and large enough to adequately store the required contents
- have a white cross on a green background with the words 'First Aid' prominently displayed on the outside
- contain a list of contents
- be maintained in proper condition and the contents replenished as necessary

Sources

Education and Care Services National Regulations 2011

National Quality Standard

Work Health and Safety Act 2011


Work Health & Safety Regulation 2011

Safe Work Australia Legislative Fact Sheets First Aiders

Safe Work Australia First Aid in the Workplace Code of Practice

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

| | |
|--|---|
| <h2 style="margin: 0;">Incident, Injury, Trauma and Illness Record</h2> <p style="color: red; font-weight: bold; margin: 10px 0;"><u>SAMPLE DOCUMENT</u></p> |  Team |
| Nominated Supervisor's Name: | Date: |
| Nominated Supervisor's Signature: | |

FORM DECLARATION

By signing this form, I declare that this Record has been completed as soon as practicably possible and no later than 24 hours after any incident, injury, trauma or illness has occurred while the child is being educated and cared for by the service.

Name of Person Completing Form _____

Signature of Person Completing Form _____

Time and Date Form Completed _____

PLEASE TRACK ANY ADDITIONAL CHANGES TO THE FORM BY WRITING THE TIME AND DATE NEXT TO ANY AREAS THAT ARE DIFFERENT FROM THE TIME AND DATE LISTED ABOVE. THE SIGNATURE OF THE PARENT AND SIGNATURE OF PERSON MAKING THE CHANGES IS ALSO REQUIRED NEXT TO EACH CHANGE.

Child's full name _____

DOB and Age in Years/Months _____

Time and Date child subjected to **Trauma or Incident** Occurred or Injury Received

Time and Date of Apparent Onset of **Illness**

Circumstances leading to the **Incident, Injury or Trauma**



Policy and Procedure Manual

Nature of injury sustained:

Circumstances and symptoms surrounding any illness which became apparent

Details of any person who witnessed an Incident, Injury, Trauma or Illness

Notifications (including attempted notifications)

Details of people contacted by the service in relation to any accident, injury, trauma or illness

| | Full Name | Time and date | Successfully contacted Y or N |
|--|-----------|---------------|----------------------------------|
| | | | |



Policy and Procedure Manual

| | | | |
|--|--|--|--|
| Parent/Authorised Nominees | | | |
| Supervisor | | | |
| Regulatory Authority officer (if applicable) | | | |
| Person who made contact | | | |

Details of any action taken by the service in relation to any accident, injury, trauma or illness
Include the names of any individuals taking action

Details of any medication administered or first aid provided by the service
Include the names of any individuals administering medication or providing first aid

Time and Date that any Medical Personnel contacted

Name(s) and contact number of any Medical Personnel or Service contacted

Was the child transported by ambulance?

Yes No

If known, details of any medication administered or first aid provided by any Medical Personnel or Service



Policy and Procedure Manual

Did the illness/incident require notification of Health Dpt/other recognised authorities?

Yes No

If Yes, Please provide details of notification:

Does the illness/incident require the child to be excluded from care?

Yes No

If Yes, please outline the recommended minimum exclusion period: _____

Please note that children requiring an exclusion period will not be allowed to resume their place at the service until a medical certificate is produced stating the child is fit to return.

Were all appropriate and relating policies and procedures followed when dealing with the illness/injury?

Yes No

Name and details of policies and procedures followed

Parent's acknowledgement and comments

| | |
|---|--|
| Parent's Name(s): | |
| I acknowledge I have been notified of my child's incident/injury/trauma/illness. (Please circle) | |
| Parent's Signature(s): | |

Were you satisfied with our treatment of your child's Incident, Injury, Trauma and Illness?

Yes No



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Are you satisfied that all policies and procedures at the service have been appropriately followed?

Yes

No

Is there any additional information or support you need?

If you feel our practices could be improved, please outline any suggestions below/any further comments

First Aid Kit Checklist **Sample Document**

Safe Work Australia First Aid in the Workplace Code of Practice

| Item | Quantity | QUANTITY AND EXPIRY DATE MET Yes / No |
|--|----------|---|
| Instructions for providing first aid – including Cardio-Pulmonary Resuscitation (CPR) flow chart | 1 | |
| Note book and pen | 1 | |
| Resuscitation face mask or face shield | 1 | |
| Disposable nitrile examination gloves | 5 pairs | |
| Gauze pieces 7.5 x 7.5 cm, sterile (3 per pack) | 5 packs | |
| Saline (15 ml) 8 | 8 | |
| Wound cleaning wipe (single 1% Cetrimide BP) | 10 | |
| Adhesive dressing strips – plastic or fabric (packet of 50) | 1 | |
| Splinter probes (single use, disposable) | 10 | |
| Tweezers/forceps | 1 | |
| Antiseptic liquid/spray (50 ml) | 1 | |
| Non-adherent wound dressing/pad 5 x 5 cm (small) | 6 | |
| Non-adherent wound dressing/pad 7.5 x 10 cm (medium) | 3 | |
| Non-adherent wound dressing/pad 10 x 10 cm (large) | 1 | |
| Conforming cotton bandage, 5 cm width | 3 | |
| Conforming cotton bandage, 7.5 cm width | 3 | |
| Crepe bandage 10 cm (for serious bleeding and pressure application) | 1 | |
| Scissors | 1 | |
| Non-stretch, hypoallergenic adhesive tape – 2.5 cm wide roll | 1 | |
| Safety pins (packet of 6) | 1 | |
| BPC wound dressings No. 14, medium | 1 | |
| BPC wound dressings No. 15, large | 1 | |
| Dressing – Combine Pad 9 x 20 cm | 1 | |
| Plastic bags - clip seal | 1 | |
| Triangular bandage (calico or cotton minimum width 90 cm) | 2 | |
| Emergency rescue blanket (for shock or hypothermia) | 1 | |

Policy and Procedure Manual

| | | |
|---|----------|--|
| Eye pad (single use) | 4 | |
| Access to 20 minutes of clean running water or (if this is not available) hydro gel(3.5 gm sachets) | 5 | |
| Instant ice pack (e.g. for treatment of soft tissue injuries and some stings). | 1 | |

Animal and Pet Policy

NQS

| | | |
|-----|-------|---|
| QA2 | 2.2.1 | Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
|-----|-------|---|

| | | |
|-----|-------|---|
| QA3 | 3.1.1 | Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. |
| | 3.2.3 | Environmentally responsible - The service cares for the environment and supports children to become environmentally responsible. |

National Regulations

| | | |
|------|-----|---|
| Regs | 168 | Policies and procedures are required in relation to health and safety |
|------|-----|---|

My Time, Our Place

| | |
|-----|---|
| LO2 | Children become socially responsible and show respect for the environment |
|-----|---|

Aim

Jannali Before and After School Care acknowledges that animals can play an important part in our program, and they can be a great source of enjoyment and stimulation for children. The opportunity for children to engage with animals offers children experiences that will enrich their understanding and appreciation of the natural environment and promote the development of their skills in caring for others. While pets and other animals can prove an effective inclusion into the children's experiences whilst in care, they may also be a risk to children, therefore any animals that enter the service must be housed appropriately to minimise the risk of danger to the children. Strict supervision will be maintained to ensure the health and safety of the children and educators. Staff will ensure that everyone in the service treats all animals humanely and with respect.

Procedures

- The Coordinator will complete a written risk assessment before allowing any animal to be kept at the service, or pet to visit the service, and take appropriate actions to reduce the risk of harm the animal may pose to children and adults (which may include a decision not to

Policy and Procedure Manual

proceed). The Coordinator will consult with parents to determine special considerations needed for children whose immunity is compromised, or who have allergies or asthma.

- Records of the assessment and resulting actions will be maintained at the service
- Educators will:
 - Wash hands after contact with animals, animal products or feed, or animal environments.
 - Supervise human-animal contact, particularly involving the younger children.
 - Display animals in enclosed cages or under appropriate restraints.
 - Not allow animals to roam, fly free, or have contact with wild animals/birds.
 - Designate a specific area for contact with animals.
 - Not allow food in animal contact areas; do not allow animals in areas where food and drink are prepared or consumed.
 - Clean and disinfect all areas where animals have been present. Children should only perform this task under adult supervision.
 - Not clean animal cages or enclosures in sinks or other areas used to prepare food and drinks.
 - Obtain appropriate veterinary care if and when necessary and ensure the animals are kept immunised, clean and free of intestinal parasites, fleas, ticks, mites, and lice.
 - Ensure any bedding, toys, litter tray, food feeding container or water container used or consumed by animals is inaccessible to children.
 - Prepare a weekly roster to ensure the animal is appropriately fed and cared for.
 - Ensure that a procedure is in place for the care of animals over the weekend, public holidays, and school development days and/or during Vacation Care - particularly if the service does not operate on these days. In this instance, it may be necessary for a staff member to take the animal home with them, or alternatively a family enrolled at the service may agree to care for the animal on these days.
 - Remind children about the hygiene practices required for handling an animal and ensure the practices are followed.
 - Maintain adequate supervision of the children and animals at all times.
 - Follow the service's policies in relation to risk assessment, providing a child safe environment and/or any incidents or injuries sustained as a result of an interaction with an animal.
- Children's animal or pets will only be allowed in the Service when permission has been granted by the Coordinator. If an animal is brought to the Service when families are collecting children it must be left at the gate far enough way so children cannot touch the animal through the fence

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Minimising risk to health and safety

The mouths and claws of all animals carry bacteria that can cause infections in flesh around a bite, and if untreated, may spread into the bloodstream. The following preventative measures will be followed to help minimise risk to health and safety from contact with animals:

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

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

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

Source

Education and Care Services National Law and Regulations
National Quality Standard
My Time Our Place Learning Framework

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

Chemical Spills Policy

NQS

| | | |
|-----|-------|--|
| QA2 | 2.2.1 | Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
| | 2.2.2 | Incident and emergency management - Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.. |
| QA3 | 3.1.2 | Upkeep - Premises, furniture and equipment are safe, clean and well maintained. |

National Regulations

| | | |
|------|-----|--|
| Regs | 85 | Incident, injury, trauma and illness policies and procedures |
| | 97 | Emergency and evacuation procedure |
| | 106 | Laundry and hygiene facilities |

Aim

Jannali Before and After School Care provides an environment that ensures the safety, health and wellbeing of children, families and staff at all times. Should a chemical be spilled in the service, educators will ensure it is cleaned up immediately in a safe manner.

Related Policies

Emergency Management and Evacuation Policy
 Incident, Injury, Trauma and Illness Policy
 Work Health & Safety Policy

Who is affected by this policy?

Child
 Parents
 Family
 Educators
 Management
 Visitors
 Volunteers

PROCEDURE

- Remove children from the area.
- Contain the spill. Ensure that it is cleaned up thoroughly and promptly.
- Approach with care when cleaning. Some chemicals may lack colour or odours, but may still be dangerous. Never assume a chemical is harmless
- Identify chemicals and potential hazards by using the appropriate Material Safety Data Sheet.
- Use the manufacturer's recommendations to clean up the spill appropriately.
- Decontaminate any equipment or clothing associated with the spill.
- Dispose of any equipment should the spill have made it unsafe for further use.
- Reflect on procedures to analyse how this incident occurred and how the incident could be prevented in the future.

Source

Education and Care Services National Regulations 2011
National Quality Standard
Work Health and Safety Act 2011
Work Health and Safety Regulation 2011

Last reviewed: 6th March 2023 Date for next review: 6th March 2024

Child Protection Reporting Overview

NOTIFICATIONS OF ABUSE



WHEN CHILDREN ARE IN IMMEDIATE DANGER OF ABUSE

CALL POLICE ON 000



OTHERWISE CONTACT

THE **CHILD PROTECTION HELPLINE ON**

132 111 (24 HOURS, 7 DAYS)

OR MAKE AN E-REPORT IF **NOTIFICATION IS NOT URGENT**

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

CONSULT OUR CHILD PROTECTION POLICY

FOR MORE INFORMATION

Child Protection Policy

NQS

| | | |
|-----|-------|--|
| QA2 | 2.2.3 | Child protection - Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. |
|-----|-------|--|

National Regulations

| | | |
|------|----|-----------------------------------|
| Regs | 84 | Awareness of child protection law |
|------|----|-----------------------------------|

Aim

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

Related Policies

Staffing Arrangements Policy
 Privacy and Confidentiality Policy

Related Documentation

Incident Injury Trauma and Illness Record
 Child Protection Yearly Skills Update
 Educator Orientation Processes
 Educator Appraisal Processes
 Educator Recruitment Processes
 Educator Professional Development Processes
 Educator Job Descriptions
 Staff Records
 Risk Management Plans

Implementation

Under the *Children and Young Persons (Care and Protection) Act 1998* **mandated reporters (includes all employees of a children's service and unpaid managers of these services)** must make reports if they suspect on reasonable grounds a **child is at risk of significant harm** because:

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

Significant harm is where the circumstances that are causing concern are present to a significant state and warrant a response by a statutory authority, such as the NSW Police Force or Community Services, regardless of a family's consent. Significant is not minor or trivial and may reasonably be expected to produce substantial and adverse impacts on the child's safety, welfare or wellbeing. The significance can be a result of a single act or omission or an accumulation of acts and omissions.

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

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

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

Code of Conduct

The service upholds the Code of Conduct for employers, educators, volunteers, students, families and children to ensure the safety and wellbeing of children.

Recruitment, Selection and Training Procedures

The Approved Provider, Nominated Supervisor or Coordinator will implement recruitment, professional development and training procedures for employees and where relevant volunteers to ensure no-one at the service poses a risk to children and everyone understands how to manage disclosures or suspicions of harm. Requirements include:

- job advertisements which include qualifications and skills required, and culture of child safety and protection
- job descriptions which outline level of professional skills and responsibilities
- processes (including job advertisements) which ensure employees and volunteers have clear Working With Children Checks or they are exempt (see Office of Children's Guardian <https://www.kidsguardian.nsw.gov.au/>)

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- interview questions and referee checks which reference person's approach to child safety and protection
- documented induction/ orientation checklists which reference child safety and protection, supervision, compliance with National Law and Regulations, NQS, Code of Conduct, policies and procedures
- annual training and development to ensure individuals are clear about their roles and responsibilities to protect children from harm, are aware of their reporting obligations, can confidently recognise the indicators of harm and understand documenting and reporting procedures.
- annual performance appraisals for employees
- regular inclusion of child protection and risk management strategy at least every 6 months in staff meetings and annual review of written training plans which must include Child Protection matters (eg disclosures and suspicions of harm)
- providing access to relevant legislation and other resources to help employees and volunteers meet their obligations

Procedures for managing disclosures and suspicions of harm

What is a *disclosure* of harm?

A disclosure of harm occurs when someone, including a child, tells you about harm that has happened, is happening, or is likely to happen to a child. Disclosures of harm may start with:

- I think I saw...||
- Somebody told me that...||
- Just think you should know...||
- I'm not sure what I want you to do, but...||

What is a *suspicion* of harm?

A suspicion of harm is when someone has a reasonable suspicion that a child has suffered, is suffering, or is at an unacceptable risk of suffering significant harm.

Note there may be circumstances where there is concern for a child's welfare but it does not reach the threshold to be considered a disclosure or suspicion of harm. In this case educators will connect families with referral agencies with the family's consent. Contact details are available in the resources section of the ChildStory Reporter website.

The Approved Provider, Nominated Supervisor, Coordinator, employees and volunteers may suspect harm if:

- a child says they have been harmed
- someone else, for example another child, a parent, or an employee, says harm has occurred or is likely to occur

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- a child tells them they know someone who has been harmed (it is possible that they may be referring to themselves)
- they are concerned at significant changes in the behaviour of a child, or the presence of new unexplained and suspicious injuries
- they see the harm happening.

Managing and recording a disclosure of harm

If the Approved Provider, Nominated Supervisor, Coordinator, educators or volunteers have concerns about the safety of a child they will:

- find a private place to talk
- remain calm and listen in an attentive, active and non-judgemental way
- encourage the person (including a child) to talk in their own words
- take anything a child says seriously
- allow children to be part of decision-making processes where appropriate
 - ask just enough open ended questions to act protectively without asking any leading questions which suggest an answer and could compromise later investigations
 - tell the person they have done the right thing in revealing the information and they'll need to tell someone who can help keep them safe
 - not try to investigate or mediate the matter themselves
 - record their own observations as well as accurate details of any conversation with a parent (who may for example explain a noticeable mark on a child)
- document as soon as possible so the details are accurately captured including:
 - time, date, location and who was present
 - full details of the (suspected) abuse
 - exactly what the person said using "I said", "they said," statements
 - the questions educators asked
 - any comments educators made
 - educators' actions following the disclosure
- ensure the managements and storage of records complies with our Privacy and Confidentiality Policy.
- follow our reporting procedures

Managing and recording a suspicion of harm

The Approved Provider, Nominated Supervisor, Coordinator, employees and volunteers will:

- remain alert to any warning signs or indicators
- pay close attention to changes in the child's behaviour, ideas, feelings and the words they use
- make written notes of observations in a non-judgemental and accurate manner, and manage in line with our Privacy and Confidentiality Policy
- assure a child that they can come to talk when they need to, and listen to them and believe them when they do
- follow our reporting procedures

Making a Report

A report will be made using the following procedure preferably on the same day there is a disclosure or suspicion of significant harm, and no later than 24 hours after the disclosure or suspicion.

Reports will be kept confidential while the matter is investigated. Employees or volunteers must not discuss the Report with anyone who's not involved to ensure the matter can be thoroughly and fairly investigated and the person's reputation preserved in the event the allegation is not substantiated.

The following procedure will also be followed where there are allegations of harm against the Approved Provider, Nominated Supervisor, employees or volunteers.

Exchanging Information

Note Chapter 16A of the *Children's and Young Person's (Care and Protection) Act 1998* enables children's services to exchange information they reasonably believe may help other specified organisations/people to ensure the safety, welfare or wellbeing of children, and help the organisations/people make decisions, conduct investigations, provide services or manage risks to a child. Organisations include NSW Police, State government departments or public authorities, schools, public health organisations, private health facilities, nurses, doctors, midwives, psychologists, occupational therapists, speech pathologists and bodies like family referral services. This aims to ensure children receive the help they may need.

Information sharing applies whether or not concerns of harm meet the mandatory reporting threshold of significant harm, and would only be declined if this may endanger a person's life or physical safety, prejudice an investigation, not be in the public interest etc. Consent is not necessary, but consent should be sought where possible from families (and children if old enough) unless this would further jeopardise a child or place another person at risk.

The Approved Provider, Nominated Supervisor, Coordinator, educators and volunteers will:

1. Consider whether disclosure or suspicion needs to be reported to Police

- contact the police on 000 if there is an immediate danger to a child and intervene immediately if it is safe to do so
- contact the police where the child has been or may be the victim of a criminal offence (including where a child is at risk of significant harm outside the family)
- get clear guidance from Police about who will tell child's parents about the disclosure and who can give ongoing support

2. Consider whether the disclosure or suspicion must be reported to Child Protection

Policy and Procedure Manual

- use the online Mandatory Reporter Guide which is available on the ChildStory Reporter website to help make decisions about whether there is a risk of significant harm. The Guide covers physical abuse, neglect (supervision, physical shelter/environment, food, medical care, mental health care, education), sexual abuse, problematic sexual behaviour, psychological harm, relinquishing care and carer concerns to do with substance abuse, mental health, and domestic violence).
 - make a report by phone to the Child Protection hotline on 132 111 (available 24 hours/7 days a week). eReporting is available for non-urgent notifications at ChildStory Reporter website
 - make the report with the assistance or support of the Nominated Supervisor. If the Nominated Supervisor does not follow through and make the report, employees and volunteers will make the report
 - get clear guidance from the person answering about who will tell child's parents of the disclosure and who can give ongoing support
- 3. Consider whether referral is needed to family services or exchange of information required with other specified organisations/people**
- exchange information with referral agencies or other allowable organisations/people as outlined above under heading 'Exchanging Information' if you reasonably believe this may help other specified organisations/people to ensure the safety, welfare or wellbeing of children.
 - Contact details for family referral services are available in the resources section of the ChildStory Reporter website
 - Where possible obtain family consent before making referrals. Advise families relevant information about the child and family will be provided, and they may provide feedback or complaints about the care they're receiving or the disclosure of information. Document discussions and outcomes with families, and keep them informed
 - Ensure confidentiality of employees' personal information eg do not include in referrals
- 4. Consider whether you must notify ECEC Regulatory Authority and other Authorities**
- notify the Regulator about any incident, including any suspected or alleged incident, of child abuse that has occurred at the service. This includes any physical or sexual abuse that has occurred or is occurring while the child is at the service.

Reportable Conduct Scheme

- **notify** the Children's Guardian within 7 business days of receiving a report or otherwise becoming aware of reportable allegations/convictions (see next section) using the 7-day notification form that's available on the Office of the Children's Guardian website <https://www.kidsguardian.nsw.gov.au/> **and take action** to protect children. Information must include type of reportable conduct and details of allegation/conviction, employee/volunteer/contractor's name, date of birth and working with children number, whether police or child protection helpline have been notified and the report reference number if known, nature of initial risk assessment and risk management action taken to protect children, employee subject of report, other parties and allow proper investigation of the allegation (eg employee has been moved), name and contact details of the service and Approved Provider, and any other places the employee/volunteer works or volunteers at if known.

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- As part of initial risk assessment consider whether/when to give employee written notice that they have notified the Children’s Guardian about a reportable allegation/conviction involving the employee. Do not notify employee if doing so would compromise the investigation (eg could they destroy evidence) or put a person’s health or safety at risk. Include any submission an employee/volunteer may make after being notified about the Report
- Consult with Police or Child Protection after making report if allegation is a criminal offence or they’re already investigating to ensure your investigation will not prejudice police investigation or court proceedings
- **investigate** an allegation of reportable conduct as soon as possible after completing investigation plan (see Fact Sheet 4 Planning and Conducting an Investigation Office of the Children’s Guardian.) Note a finding of reportable conduct must be made if ‘on the balance of probabilities’ the allegation has been proven. When assessing this, the Approved Provider must consider the gravity of the allegations, and whether they breach professional standards, codes of conduct or accepted community standards.
 - keep appropriate records including accurate account of allegation, initial response to allegation, notifications made to Police and Child Protection, plan for carrying out investigation, initial risk assessment, decisions and actions taken in relation to employee/volunteer/contractor and child both during investigation and when finalised, interview questions, answers and details of interview (eg attendees, start and end times), final report (and interim report if relevant)
 - protect the identity of employees/volunteers/contractors as much as possible during the investigation by ensuring only people who need to know about the investigation are told about it and have access to records, they are advised about the need to ensure confidentiality and that breaches of confidentiality will be taken seriously, investigated using Service grievance procedures with potential disciplinary action a possibility. Do not release records to any public or private sector agency without first obtaining consent from the Children’s Guardian. Note reportable conduct allegations and records should be stored separately from the employee’s personnel file. Ensure procedural fairness (see Fact Sheets 4 and 8.)
 - help any employee/volunteer subject to allegations access appropriate support/counselling, provide support to alleged child victims and their families, and any others involved in reportable incidents if appropriate
 - *suspend volunteers and contractors pending outcome of investigation, and ensure employees subject to allegations are supervised at all times. Seek legal advice if relevant about restricting person’s duties or putting them on leave with/without pay.*
- **Take action** to protect children following investigation (complete a final risk assessment) and provide a final report of the findings and action taken (include any disciplinary action taken or proposed and reasons for taking or not taking action) to the Children’s Guardian within 30 calendar days of becoming aware of reportable conduct, or if the investigation is ongoing, an interim report explaining why the investigation has not been completed and an estimated timeframe.

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- **an interim report** must include the facts and circumstances of the reportable conduct, action taken since the first report, further action proposed or why no further action will be taken, and the reasons for the actions taken or proposed
- **a final report** must include the facts and circumstances of the reportable conduct, whether the alleged reportable conduct was found to have occurred, a copy of any written submission made by the employee /volunteer/contractor and any other relevant documents, information about what action has or will be taken including any disciplinary action or training for employee, any counselling or support for child victims, any training for employees eg in child protection, changes to policies or processes, whether information was referred to another organisation or if/why no further action will be taken
- provide written advice to employee about outcomes of investigation and consequences. Also advise investigation findings and outcomes to the alleged victim and their parent/carer unless this not in public interest (see Fact Sheet 7).

Reportable Allegations/Conduct involving Employees, Volunteers and Contractors

The Approved Provider must report allegations of reportable conduct, or convictions involving reportable conduct (includes findings of guilt without actual conviction) involving employees, volunteers, or contractors required to hold working with children checks, to the Children's Guardian whether or not the conduct occurred inside or outside the workplace, or occurred when the person was not an employee.

Any employee, volunteer or contractor who becomes aware of a reportable allegation or conviction must inform the Approved Provider (or the Children's Guardian if the matter involves the Approved Provider).

Reportable conduct includes sexual offences, sexual misconduct, ill-treatment, neglect or assault of a child, an offence under s 43B (failure to protect) or s 316A (failure to report) of the Crimes Act 1900, and behaviour that causes significant emotional or psychological harm to a child. A more detailed description of each type of conduct is available on the Office of the Children's Guardian website <https://www.kidsguardian.nsw.gov.au/> The Office has a series of Fact Sheets to assist services understand their responsibilities under the Reportable Conduct Scheme.

Safeguards for reporters

There are protections against retribution related to reportable allegations in the Children's Guardian Act. Failure to make a report could be a reportable allegation of neglect against an employee and/or a criminal offence under the Crimes Act in addition to misconduct for not following service policies and procedures. Records kept by the Office of the Children's Guardian in relation to reportable conduct notifications are not publicly accessible under the Government Information (Public Access)

Policy and Procedure Manual

Act 2009 and cannot be requested or subpoenaed for the majority of proceedings as evidence in a court or tribunal.

Under the Children and Young Persons (Care and Protection) Act 1998, reports made in good faith to Child Protection do not breach professional etiquette or incur liability for defamation or constitute grounds for civil or criminal liability. There are also protections against detrimental actions for people making child protection reports.

Procedures for Managing Breaches

All employees and volunteers working with children have a duty of care to support and protect children which is breached if a person:

- does something that a reasonable person wouldn't do in a particular situation
- fails to do something that a reasonable person would do in the circumstances
- acts or fails to act in a way that causes harm to someone owed a duty of care.

Employees, volunteers or families should report the breaches to the Nominated Supervisor, Approved Provider or Coordinator who will manage an investigation into the breach in a fair, unbiased and supportive manner in line with our Grievance Policy and Procedure

For example:

- those involved in the breach will be able to provide their version of events
- matters discussed in relation to the breach will be kept confidential
- an appropriate outcome will be decided
- everyone affected will receive a clear written statement (letter, email or SMS) of the outcome
- records will be kept about the details of the breach, including the versions of all parties and the outcome of the breach

Depending on the nature of the breach outcomes may include:

- emphasising the relevant component of the Child Protection Risk Management Strategy, for example, the Code of Conduct
- providing closer supervision
- professional development and training
- mediating between those involved in the incident (where appropriate)
- disciplinary procedures if necessary
- reviewing current policies and procedures and developing new policies and procedures if necessary
- termination of employment.
-

Risk Management Plan for High Risk Activities and Special Events

The Nominated Supervisor, Coordinator and educators will analyse the risk of 'harm' to children for all relevant events including purchase of new equipment as well as high risk activities where there is an increased risk of harm to children for example:

- water based activities
- special events like service concerts and family information days where there will be a large number of visitors or people present
- events or activities where visitors will be present
- excursions
- playground renovations
- activities using dangerous equipment

The Nominated Supervisor, Coordinator and educators will:

1. Identify all the elements of an activity (eg objectives, location, participants, transportation, toileting/change room procedures, appropriate supervision and adult to child ratios, photography policy, managing medications, managing illness and injury, procedure applying to visitors, physical environment)
2. Identify the risks
3. Analyse the likelihood and consequences of the risks
4. Evaluate the level of risk (eg low, moderate, high, extreme)
5. Implement strategies to eliminate or minimise the risk
6. Review the activity to determine how it could be improved

7. Strategies for Communication and Support

The Nominated Supervisor or Coordinator will:

- regularly advise families and prospective families about where they can access our Child Protection Policy, and that we welcome feedback about the Policy. We may include what we aim to teach children about protective behaviour
- ensure educators talk to children about the Child Safety where appropriate and provide any feedback to the Nominated Supervisor or Coordinator
- display posters about child protection issues, including safe and supportive environments
- include child protection issues in employees' performance and training plans
- ensure educators regularly include learning about appropriate child protection issues in the Curriculum, including how to keep themselves safe, and what to do if they feel unsafe
- make available to employees and families relevant resources from the office of the children's Guardian website at <https://www.kidsguardian.nsw.gov.au/>



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Sources

Children's Guardian Act 2019

Child Protection (Working with Children) Act 2012

Children and Young Persons (Care and Protection) Act 1998

ChildStory Reporter website NSW Government (includes Mandatory Reporting Guide)

Education and Care Services National Law and Regulations

Reviewed: 6th March 2023

Date for next review: 6th March 2024

Coronavirus Policy

NQS

| | | |
|-----|-------|---|
| QA2 | 2.1.2 | Health practices and procedures Effective illness and injury management and hygiene practices are promoted and implemented. |
|-----|-------|---|

National Law

| | | |
|---------|-----|--|
| Section | 167 | Offence relating to protection of children from harm and hazards |
|---------|-----|--|

National Regulations

| | | |
|-----|----|---|
| Reg | 77 | Health, hygiene and safe food practices |
|-----|----|---|

Aim

Jannali Before & After School Care aims to ensure all employees and families implement appropriate risk management procedures to prevent the spread of coronavirus or reduce the potential for the illness to spread.

Related Policies

- Excursion Policy
- Fees Policy
- Nutrition and Food Safety Policy
- Health & Hygiene Policy
- Incident, Injury, Trauma and Illness Policy
- Infectious Diseases Policy
- Medical Conditions Policy
- Interactions with Children Policy
- Rest, Relaxation and Clothing Policy
- Transport Policy
- Work, Health and Safety Policy

Implementation

Coronavirus (COVID-19) can cause illnesses similar to the common cold, but it can also cause more serious respiratory diseases. People at higher risk of catching the virus include older people, those with underlying medical problems and Indigenous Australians. The threats posed by the virus mean serious steps must be taken to stop the spread of the disease.

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As outlined in our Infectious Disease and Health & Hygiene Policies, the Approved Provider, Nominated Supervisor, educators and staff implement strict hygiene and infection control procedures at all times to prevent or minimise the spread of contagious illnesses. Hygiene measures and exclusion principles outlined in these policies continue to apply, and will be informed by current guidance on coronavirus issued by the State and Federal Government including:

- [COVID-19 Guidelines for ECEC Services](#)
- [Federal Department of Education, Skills and Employment Information](#) including [email updates](#)
- [Federal Department of Health](#) coronavirus Information Sheets which include:
 1. [Use of masks by the public in the community](#)
 2. [Environmental Cleaning and Disinfection Principles for COVID-19](#)
 3. [COVID-19-Frequently Asked Questions](#)
 4. [‘Information for employers’](#) which covers when staff cannot go to work, what to tell staff, cleaning precautions and how to help prevent spread of Coronavirus.

If in doubt about current coronavirus guidance, the Approved Provider or Nominated Supervisor will contact the **Federal coronavirus hotline on 1800 020 080** or **NSW Health** or **NSW Department of Education**

The Approved Provider and Nominated Supervisor will also implement a COVID Safe Plan to ensure the service can provide an environment that’s as safe as possible for children, staff and visitors.

What must employees and families do?

Comply with government guidance

The Approved Provider, employees and volunteers and families must:

- **comply with guidance issued by Government agencies, including in relation to attendance, quarantine and self-isolation.**
- **seek medical attention** if they develop symptoms of coronavirus including fever, cough, sore throat or shortness of breath.
- **comply with all service policies including Infectious Diseases Policy** which requires ill children and adults to remain at home and comply with relevant Exclusion periods. Note employees, volunteers and families must comply with any isolation/exclusion periods in relation to coronavirus implemented by the Approved Provider or Nominated Supervisor including periods which exceed government requirements
- **agree to have their temperature tested** before entry to the service if the Nominated Supervisor or staff reasonably believe a child or adult may have a fever or it’s one of the control measures in our COVID Safe Plan
- **advise the service** if they develop symptoms of the virus or are confirmed to have the virus. This is particularly important if they have been at the service before a positive test
- **provide evidence of a negative covid test** if requested, including after a period of isolation or quarantine
- **complete a Health Declaration** if requested by staff declaring they are healthy and do not have any symptoms of coronavirus before entering the service

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- **comply with guidance issued by the Government in relation to the wearing of face masks at the Service. Where the wearing of masks is not mandatory**, visitors and staff are supported to wear masks where physical distancing cannot be maintained.

The Approved Provider and Nominated Supervisor will ensure staff, parents and visitors are familiar with best practice infection control measures for wearing masks including:

- washing hands for at least 20 seconds with soap and water or alcohol-based hand sanitiser with at least 60% alcohol before touching mask
 - disposing of single use surgical masks responsibly
- **comply with Government requirements for vaccination against COVID-19.** This includes vaccination requirements for ECEC staff, volunteers and contractors who attend the Service as outlined on State Government websites and contained in Public Health Orders. The Nominated Supervisor will sight evidence of these person's vaccination status and keep a written record of this
 - **comply with any current Government check-in protocols** ie sign in using QR code.

Implement effective hygiene process

The coronavirus is most likely to spread from person-to-person through droplets of saliva produced when a person coughs or sneezes. Droplets cannot go through skin and people can only be infected if they touch their mouth, nose or eyes once their skin (ie hands) is contaminated. Droplets usually travel no farther than 1 metre through the air. This means the transmission of droplets can occur when people:

- have direct close contact with a person while they are infectious
- have close contact with an infected person who coughs or sneezes
- touch objects or surfaces like door handles or tables contaminated from a cough or sneeze from a person with a confirmed infection, and then touch their mouth or face.

The Approved Provider will ensure all staff complete the online [COVID-19 Infection Control Training](#) made available by the Federal Department of Health. Certificates of completion will be held on file. Employees and volunteers will ensure they continue to implement hygiene processes outlined in the Health & Hygiene Policy to ensure high standards of hygiene and infection control at all times. This includes ensuring they, and where relevant, children:

- wash hands frequently with soap and water including before and after eating or handling food, going to the toilet, handling play dough, using gloves, and after wiping or touching nose and cleaning up spills of body fluids
- wash hands in ways that meet the principles recommended by the World Health Organisation in the following videos [wash hands with soap and water](#) and [wash hands with alcohol-based sanitiser](#)
- cough and sneeze into their inner elbow, or use a tissue to cover their mouth and nose and placing tissues in the bin immediately after use.

In addition, the Approved Provider and Nominated Supervisor will ensure educators engage in regular handwashing with children and cleaning requirements are documented and completed more

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frequently than usual. This includes regularly cleaning and disinfecting frequently touched surfaces like door knobs, bathrooms (eg taps, toilets), tables and chairs, phones, tablets, keyboards and playground equipment. Cleaning staff, including contracted cleaning staff, will implement the procedures including:

- wearing gloves and using alcohol-based hand sanitiser before and after wearing gloves
- wearing surgical masks and eye protection if person with the virus or in isolation has been in the area being cleaned or there are spills of body fluids which could be infected with the virus
- disinfecting surfaces with an anti-viral disinfectant after cleaning with detergent and water.

The Approved Provider and Nominated Supervisor will ensure hand hygiene posters are displayed in the kitchen, learning spaces, hand wash and toilet areas, staff room and any other areas which can easily be seen by families, and require all employees and families to use hand sanitiser provided at service entrances. They will also place signs and posters about physical distancing around the Service.

Social distancing

We're also implementing the following social distancing strategies where possible to limit the potential spread of the infection:

- complying with current public gathering limits and numbers (see NSW Health and Education), including during excursions
- displaying conditions of entry for all families and visitors at entry points eg physical distancing requirements
- ensuring adults, including families, maintain at least 1.5 metres between each other as far as practical, including at the start and end of the program.
- complying with current NSW Education advice in relation to excursions, visits from non-essential visitors, and higher risk activities eg singing
- reviewing location of furniture and equipment in rooms to promote physical distancing where possible
- where possible, avoiding situations where children are required to queue, assemble in large groups or hold hands
- serving food to children rather than 'self serve'
- increasing supervision in bathrooms and only allowing 1 child at tap at a time to wash hands
- conducting more learning and activities outside when possible
- ensuring physical distancing is maintained **where possible** on buses operated by the service

Information and notification requirements

The Approved Provider or Nominated Supervisor will:

- follow the [NSW Department of Education Flowchart](#) in relation to managing confirmed COVID cases. Follow all guidance. Note the Regulatory Authority must be notified within 24 hours if directed to close or closing voluntarily because of coronavirus, but preferably as soon as possible.
- comply with notification requirements for serious incidents which include:
 - any incident involving serious illness of a child at the service where the child attended, or should have attended, a hospital

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- any emergency where emergency services attended ie there was an imminent or severe risk to the health, safety or wellbeing of a person at the service
- comply with other notification requirements including:
 - notifying the Regulatory Authority within 7 days about any changes to service days or operating hours
 - notifying any third-party software provider or via operational details in the Provider Entry Point
- apply for waivers from ratio and qualification requirements if required where staff are required to self-isolate
- provide families with current information about the coronavirus including relevant information and Fact Sheets from Federal or State Health and Education Departments.

Interactions with Children

Where appropriate, educators will speak with children about the coronavirus in ways that do not alarm them or cause unnecessary fear or distress.

Fees

The Approved Provider or Nominated Supervisor will advise families of any relevant fee support which may be provided by the Government to assist families impacted by COVID-19. Without any Government fee support families must pay fees as outlined in our Fees Policy. Please note families approved for Child Care Subsidy may be eligible for Additional Child Care Subsidy (temporary financial hardship) where their income has dropped because of COVID-19.

Source

COVID Safe in Early Childhood Education and Care: Guidance – NSW Department of Education
Education and Care Services National Law and Regulations
Fair Work Act 2009
Fair Work Ombudsman ‘Coronavirus and Australian Workplace laws’
Federal Department of Health coronavirus information sheets
Federal Department of Education, Skills and Employment coronavirus information sheets
National Quality Standard
Release and Recovery from COVID-19: NSW Health
Work, Health and Safety Laws and Regulations

Review

The policy will be reviewed annually by the Approved Provider, Supervisors, Employees, Families and any committee members.

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

Death of a Child Policy

NQS

| | | |
|-----|-------|---|
| QA2 | 2.2.2 | Incident and emergency management - Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. |
|-----|-------|---|

National Regulations

| | | |
|------|----|--|
| Regs | 85 | Incident, injury, trauma and illness policies and procedures |
|------|----|--|

Aim

Jannali Before and After School Care, Approved Provider, Nominated Supervisor, Coordinator and educators will conduct themselves in a professional and sensitive manner in the event of tragic circumstances such as the death of a child and will ensure that immediate and appropriate action is taken to notify all relevant authorities. They will take steps to ensure the safety and wellbeing of children and other staff members who may be affected by the death.

Related Policies

Emergency Management and Evacuation Policy

Incident, Injury, Illness and Trauma Policy

Medical Conditions Policy

Who is affected by this policy?

Child

Staff

Families

Management

Procedure

Staff members will follow and implement this procedure as required:

- A first aid trained educator will immediately commence appropriate first aid which may include CPR. The educator will be guided by advice from ambulance personnel once contact with emergency services has been made
- Call an Ambulance immediately on 000.
- The Nominated Supervisor will call the parents/guardians of the child and arrange to meet at the Hospital, medical facility or centre.

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- Medical staff will advise parents.
- Notify Police and follow any advice given
- Notify the Regulatory Authority as soon as possible and within 24 hours
- Ensure the safety of other children and staff to minimise trauma
- provide support, comfort and assistance to the family of the deceased child.
- ensure the site where the death occurred is left undisturbed as much as possible until an inspector arrives or as directed by the Regulator
- Contact the child's school to liaise with them regarding the school's response to the event
- Contact Insurance Company.

To ensure the safety and wellbeing of children and educators/ staff members at the service, the Nominated Supervisor, Coordinator or Responsible Person will:

- implement service emergency procedures (eg service lockdown) if there is a risk of harm to children or educators/staff members
- offer counselling/ support services for children, families and staff if any are traumatised by the death. Authorisation will be obtained from parents before children receive any support services
- take steps to ensure children continue to be adequately supervised eg calling in relief staff to maintain ratios or where necessary requiring families to collect children

Notification of a Serious Incident

The death of a child being educated and cared for at the service, or following an incident while being educated and cared for at the service, is a "serious incident" under the national law. The Approved Provider will notify the regulatory authority as soon as practicable and within 24 hours of the death through the online NQA ITS.

The documentation will be kept until the end of 7 years after the death.

Work Health and Safety (OHS) requirements

The death of a person is a "notifiable incident" under the work, health and safety legislation. The Approved Provider or Nominated Supervisor must notify WorkCover by telephone or in writing (email) as soon as possible after the death. Records of the incident must be kept for at least 5 years from the date that the incident is notified. The Approved Provider/Nominated Supervisor must ensure the site where the death occurred is left undisturbed as much as possible until an inspector arrives or as directed by WorkCover.

Sources

Education and Care Services National Regulations

National Quality Standard

Work Health and Safety Act 2011

Work Health and Safety Regulation 2017

Reviewed: 6th March 2023

Date for next review: 6th March 2024

Death of an Educator Policy

NQS

| | | |
|-----|-------|---|
| QA2 | 2.2.2 | Incident and emergency management - Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. |
|-----|-------|---|

National Regulations

| | | |
|------|----|--|
| Regs | 35 | Notice of change to Nominated Supervisor |
| | 85 | Incident, injury, trauma and illness policies and procedures |

Aim

Jannali Before and After School Care, Approved Provider, Nominated Supervisor, Coordinator and educators will conduct themselves in a professional and sensitive manner in the event of tragic circumstances such as the death of an educator and will ensure that immediate and appropriate action is taken to notify all relevant authorities. They will take steps to ensure the safety and wellbeing of children and other staff members who may be affected by the death.

Related Policies

Emergency Management and Evacuation Policy

Incident, Injury, Trauma and Illness Policy

Medical Conditions Policy

Procedure

Where an educator or staff member requires urgent medical attention while at the service:

- the Nominated Supervisor, Coordinator or other educator will immediately call an ambulance on 000
- a first aid trained educator will immediately commence appropriate first aid which may include CPR. The educator will be guided by advice from ambulance personnel once contact with emergency services has been made
- the Approved provider, Nominated Supervisor or Coordinator will call the educator or staff member's next of kin and advise to which hospital or medical facility the ambulance is heading.

In the tragic event the educator or staff member passes away at the service or as a result of an incident at the service, the Nominated Supervisor or Coordinator will:

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- call triple 000 for advice if this has not already occurred (and the death occurs at the service)
- notify the local police station of the death and follow any advice given
- notify the WHS Regulator by telephone immediately they become aware of the death. If requested to follow-up in writing, this must be done within 48 hours
- keep records of the incident for at least 5 years from the date that the incident is notified to the WHS Regulator. (Note: records need to be kept for 7 years for ECEC Regulatory purposes).
- ensure the site where the death occurred is left undisturbed as much as possible until an inspector arrives or as directed by the Regulator
- notify the ECEC Regulatory Authority within 24 hours of the death through the online NQA ITS
- if the Nominated Supervisor has passed away, advise the regulatory authority in writing about the new Nominated Supervisor within 14 days of the death through the online NQA ITS
- provide all reasonable assistance to the family of the deceased educator or staff member.

To ensure the safety and wellbeing of children and educators/ staff members at the service, the Nominated Supervisor or Coordinator will:

- implement service emergency procedures (eg service lockdown) if there is a risk of harm to children or educators/staff members
- offer counselling/ support services for children, families and staff if any are traumatised by the death. Authorisation will be obtained from parents before children receive any support services
- take steps to ensure children continue to be adequately supervised eg calling in relief staff to maintain ratios or where necessary requiring families to collect children

Sources

Education and Care Services National Law and Regulations

National Quality Standard

Work Health and Safety Act 2011

Work Health and Safety Regulations 2017

WorkCover NSW

Reviewed: 6th March 2023

Date for next review: 6th March 2024



Policy and Procedure Manual

Delivery and Collection of Children Policy

NQS

| | | |
|-----|-------|---|
| QA2 | 2.2.1 | Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
|-----|-------|---|

National Regulations

| | | |
|------|-----|--|
| Regs | 99 | Children leaving the education and care service premises |
| | 158 | Children's attendance record to be kept by approved provider |

Aim

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

Related Policies

Acceptance and Refusal of Authorisations Policy
Child protection Policy
Enrolment and Orientation Policy
Excursion Policy
Fees Policy
Incident, Injury, Trauma and Illness Policy
Infectious Disease Policy
Transport Policy

Procedure

The Nominated Supervisor, educators, staff and volunteers will adhere to the following procedure at all times to ensure the safety of children. Educators and staff will also remind parents/guardians of the dangers of leaving other children unattended in vehicles and encourage them to bring those children with them when dropping off or collecting a child enrolled at the service.

Children and families will not be allowed to enter our building for education and care prior to the advertised operating hours of the service as we are not licensed to accept children before this time.

Before School Care- Arrival:

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- All children must be signed in by their parent or person who delivers the child to our service. If the parent or other person forgets to sign the child in they will be signed in by the Responsible Person or an educator.
- Educators will be aware of each child's arrival at the service and exchange information with the person delivering the child such as who will be collecting the child.
- An educator will greet and receive each child to ensure the child is cared for at all times.
- Educators will assess the health and wellbeing of each child. Children who are unwell, including those who have symptoms of an infectious disease, or an injury which prevents them from participating in activities, or an injury which a doctor has or would likely say means the child must be excluded from care (eg a head injury) will not be permitted to attend until a letter of clearance is provided by a doctor
- If a child requires medication to be administered whilst at the service, the person delivering the child must document this in writing as per the services Management of Medical Conditions and Administration of Medication procedures.
- When delivering children to Como Public School of a morning, 2 educators will travel on the bus. The educator driving the bus is not counted in supervision ratios. The other educator is the supervising educator on the bus.
- On arrival at Como Public School. Educators will walk children in to the school grounds and ensure teacher is on duty.
- The bus will travel to and from the schools the same way each session. Another route may be taken due to road works or other hazards.
- If there are more than 10 children travelling on the bus, there will be two drop off trips. Once the first bus load of children have arrived, the supervising educator will stay while the driver returns to Jannali Public School to pick up the second lot of children and supervising educator.
- The second lot of children will be dropped off as in the manner mentioned above.

Collection of Children:

- All children must be signed out by their parent or person who collects the child from our service. If the parent or other person forgets to sign the child out they will be signed out by the Nominated Supervisor, Coordinator or an educator.
- Children must be collected by the closing time of the service 6.00pm.
- Children can only be collected by a parent, an authorised nominee named on their enrolment record, or a person authorised by a parent or authorised nominee to collect the child. Authorisations from parents or authorised nominees must be made in writing, unless parents or authorised nominees are unable to collect the child before the service closes (eg in an emergency). In this case, written authorisation should be gained where possible however educators may accept verbal authorisation for an alternate person who can be adequately identified to collect the child.
- Children may leave the premises if a parent or authorised nominee provides written authorisation for the child to leave the premises, including authorisation to go on an excursion (please refer Excursion Policy).

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- Written authorisation must be given in the child's enrolment form if children have permission to leave the service themselves. In this case, the Coordinator would sign the child out of the service.
- Educators should be notified as soon as possible if the authorised nominee will be later than expected and the child will be informed to avoid unnecessary anxiety.
- No child will be released into the care of an unauthorised person. If the person becomes aggressive or violent and will not leave the premises the Coordinator, Responsible Person or educator will:
 - ensure the safety of all children and adults at the service, and implement lockdown procedures if required
 - ring the police on 000.
- Nominated Supervisor or Coordinator will ensure that the authorised nominee pick-up list for each child is kept up to date.
- No child will be released into the care of anyone not known to educators. Parents must give prior notice where:
 - the person collecting the child is someone other than those mentioned on the enrolment form (eg in an emergency) or
 - there is a variation in the persons picking up the child, including where the child is collected by an authorised nominee who is unknown to educators.

If educators do not know the person by appearance, the person must be able to produce photo identification. If staff cannot verify the person's identity they will be unable to release the child into that person's care

- If a parent appears to be intoxicated, or under the influence of drugs, and staff feel that the person is unfit to collect their child, they will:
 - discuss their concerns with the parent, if possible without the child being present
 - suggest they contact another parent or authorised nominee to collect the child
 - inform the police of the circumstances, the person's name and vehicle registration number if the parent insists on taking the child. Educators cannot prevent an incapacitated parent from collecting a child, but must consider their obligations under the relevant child protection laws
- If an authorised nominee, or person authorised by a parent or authorised nominee, appears to be intoxicated, or under the influence of drugs, and staff feel that the person is unfit to take responsibility for the child, they will not let the child leave with the person. They will contact the parent and advise that another person needs to collect the child
- If a child has not been collected by the time we are due to close the service, the Nominated Supervisor will:
 - attempt to contact the parents or other authorised nominees
 - leave a voicemail or SMS message on the parent's phone if they do not answer advising he or she will wait up to 30 minutes. Police or Child Protection Hotline may be contacted after 30 minutes for guidance on the appropriate action to take.
- At the end of each day educators will check all areas of the premises including outdoors and indoors to ensure that no child remains on the premises after the service closes.

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- Children may leave the premises in the event of an emergency, including medical emergencies.

Absent and Missing Children:

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

After School Care- Acknowledgement of Children's Arrival:

- Educators will acknowledge children's arrival at the service during After School Care by recording the child's name and arrival time through the Xplor app at the service. If using transport to deliver children to the service, children will have the bus list ticked as the child

Policy and Procedure Manual

is on the bus. An educator will phone the centre to confirm the children have been collected. An educator at the centre will mark the children's names on the Xplor app.

- Children who are to be collected from another school, will be placed on a bus list. This will be checked each session against the roll, the diary, emails and parent notifications through Xplor to check for any changes and they will be marked on the bus list.
- There are to be two educators on the bus to collect children from other schools.
- When there are more than 10 children on the bus we do the following:
 - Three educators will travel on the bus. The driver does not count in the supervision ratios.
 - The first bus load of children will be identified and seated on the bus. One supervising educator will travel back to Jannali Public School plus the driver.
 - One educator will remain at Como Public School with the children travelling on the second bus trip.
 - The supervising educator will take the children into the centre, the other educator will go back to the Como Public School where the children and educator will be collected.
 - The 2 educators take the children to the centre.

Reviewed: 6th March 2023

Date for next review: 6th March 2024

Sources

Education and Care Services National Regulations 2011

My Time Our Place

National Quality Standard

Work Health and Safety Act 2011

Work Health and Safety Regulation 2011

Education, Curriculum and Learning Policy

NQS

| | | |
|-----|-------|--|
| QA1 | 1.1.1 | Approved learning framework - Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. |
| | 1.1.2 | Child-centred Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program. |
| | 1.1.3 | Program learning opportunities - All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning. |
| | 1.2.1 | Intentional teaching -Educators are deliberate, purposeful, and thoughtful in their decisions and actions. |
| | 1.2.2 | Responsive teaching and scaffolding -Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback. |
| | 1.2.3 | Child Directed learning - Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world. |
| | 1.3.1 | Assessment and planning cycle - Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. |
| | 1.3.2 | Critical reflection - Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation. |
| | 1.3.3 | Information for families - Families are informed about the program and their child's progress. |
| QA3 | 3.2.1 | Inclusive environment - Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. |
| QA6 | 6.2.2 | Access and participation - Effective partnerships support children's access, inclusion and participation in the program. |
| QA7 | 7.2.2 | Educational leadership - The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle. |

National Regulations

| | | |
|------|------|---|
| Regs | 73 | Educational programs |
| | 74 | Information about the educational program to be kept available |
| | 75 | Information about educational program to be given to parents |
| | 76 | Documenting of child assessments or evaluations for delivery of educational program |
| | 118 | Educational Leader |
| | 274A | Programs for Children Over Preschool Age |

My Time, Our Place

| | |
|--------------|--|
| LO1 – LO5 | All Learning Outcomes under the My Time, Our Place framework will be addressed through our Policy and practices. |
|--------------|--|

Aim

Jannali Before & After School Care aims to create a positive, inclusive learning environment which encourages children to engage in activities and experiences based on their interests and everyday lives, and achieve the Learning Outcomes of an approved learning framework.

Related Policies

Inclusion Policy
 Physical Activity Policy
 Providing a Child Safe Environment Policy
 Environmental Sustainability Policy
 Interactions with Children Policy

Procedure

The role of the Educational Leader is to affirm and extend educators' teaching practices, support the development of curriculum based on an approved learning framework and ensure children progress towards and achieve the outcomes of that framework.

Our service is committed to the My Time, Our Place framework for school age care.

“Educators recognise the connections between children, families and communities and the importance of reciprocal relationships and partnerships. They see learning as a social activity and value collaborative activities and community participation.” p 13

My Time, Our Place Learning Outcomes

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

Policy and Procedure Manual

Educators will:

- plan a Curriculum based on each child's interests, culture, language, ideas, play and everyday lives ie connections between children, families, school and communities
- build connections between the service, schools and the local community
- include children in decision making, including decisions about indoor and outdoor spaces, programming, routines and documenting their achievements, and give them appropriate levels of responsibility
- work in partnerships with families and the community to achieve Learning Outcomes, and encourage families to contribute to the Curriculum by sharing information about their child or completing activities with children
- make use of spontaneous 'teachable moments' to scaffold children's learning
- engage in sustained shared conversations with children to extend their thinking
- use strategies like demonstrating, dramatic play, role play, open questioning, speculating, explaining, shared thinking and problem solving to promote and extend children's learning
- allow children to choose from resources (eg sports equipment and man- made and natural loose parts) that reflect the breadth of age groups, interests and capabilities and implement activities (eg sport, games, drama, dance, visual arts, role play) that promote learning across all Learning Outcomes
- create outdoor learning spaces which invite open-ended interactions, spontaneity, risk-taking, exploration, discovery and connection with nature
- create both indoor and outdoor spaces that encourage children to explore, build relationships, solve problems, create and construct through a wide variety of activities, and give children the time and space to develop their own personality, curiosity and creativity
- provide spaces and opportunities for children to socialise and play with friends and to relax and have fun
- implement play and leisure opportunities that are meaningful to children and support their wellbeing, learning and development
- regularly provide opportunities for children to learn individually and as part of a group
- plan alternate activities for children who are not interested in large group activities
- plan the curriculum with each child and the learning outcomes in mind, and remember that learning is not always predictable and linear
- celebrate the achievements and learning of each child



Policy and Procedure Manual

- with parents' consent, liaise with external agencies and professionals to support children with additional needs
- evaluate their practices and reflect on how well the Curriculum is helping each child progress towards and achieve the Learning Outcomes
- display the daily curriculum in the centre and encourage families to contribute, make suggestions or ask questions about children's learning at any time
- provide the following information to parents whenever requested:
 - the content and operation of the educational program
 - information about the child's participation in the program

Learning Documentation

Learning documentation includes learning stories, photos, videos, mind maps, reflection journals and children's meetings. Educators will ensure:

- learning documentation can be easily understood by families and other educators
- the type and format of the documentation is appropriate ie for the activity and meets service and educators needs
- the learning documentation shows how children participate in and influence the program eg may include critical conversations educators have with children and actions taken as a result
- documentation includes learning outcomes, reference to NQS, My Time, Our Place, centre Philosophy
- children are involved in completing the documentation. Children may regularly add to a learning portfolio. Portfolios will be available for a child's family members to view.
- documentation is used to help support the planning cycle and children's progress towards the learning outcomes

Sources

Education and Care Services National Regulations 2011

National Quality Standard

My Time, Our Place Framework for School Age Care

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

Educators Babysitting, Tutoring or Caring for Children from the Service, Outside the Service

NQS

| | | |
|-----|-------|--|
| QA7 | 7.1.3 | Roles and responsibilities are clearly defined, and understood,, and support effective decision-making and operation of the service. |
| QA4 | 4.2.2 | Professional standards guide practice, interactions and relationships |

National Regulations

| | | |
|------|-----|---|
| Regs | 84 | Awareness of child protection law |
| | 155 | Interactions with children |
| | 168 | Education and care services must have policies and procedures |

Aim

Jannali Before & After School Care is set in a small community school, where families who attend our service are sometimes family friends with the parents of the service. We also have educators at the service who look after the children of families from the centre in the capacity of neighbours, friends of families, tutors and babysitting children from our service. Due to the nature of our work families feel comfortable employing educators in the capacity of baby sitting and tutoring. Jannali BASC is aware that our priority is to keep the children in our service safe and it is with this that we develop a policy to ensure this is the case, whilst creating an environment in which can cater for families requiring care outside BASC times and tutoring for their child.

Related Policies

Staffing Policy
 Photography Policy
 Confidentiality Policy
 Social Media Policy
 Interactions with Children Policy

Implementation

With regards to families:

- Families of children at Jannali BASC centre may ask an educator to care for their child outside the centre and in doing so they know that Jannali BASC has no endorsement of these things occurring. This is a totally separate agreement from the centre's employment
- Families are to do their own reference checks.

Policy and Procedure Manual

- Families are to carry out their own working with children's checks.
- If educators are to take a child from the centre. The parent or guardian is to give written permission for this, as is the case with all people other than parents picking up the child. Once the child is signed out the child is no longer the centres responsibility and the centre would take no legal liability.
- Educators should be aware that if they take on the responsibilities outside the service, the centre is not liable for anything that may happen to them
- Educators should not put themselves in possible dangerous situations and not agree to care for children in the child's home if they are concerned for their own safety.

With regards to educators:

- Educators are to declare work outside the centre and which families they are employed by. This will be kept on file.
- Educators are to adhere to polices of the centre.
- Educators are to remain professional outside the centre and keep to Jannali BASC code of conduct.
- There are to be no unprofessional comments and families' information is to be kept confidential.

A letter will be sent out to families at intervals during the year explaining our babysitting and tutoring policy.

Source

**Education and Care Services National Law and Regulations
National Quality Standard**

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

Emergency Management and Evacuation Policy

NQS

| | | |
|-----|-------|---|
| QA2 | 2.2.1 | Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
| | 2.2.2 | Incident and emergency management - Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. |
| | 6.2.3 | Community engagement - The service builds relationships and engages with its local community. |
| | 7.1.2 | Management Systems - Systems are in place to manage risk and enable the effective management and operation of a quality service |

National Law

| | | |
|---------|-----|--|
| Section | 167 | Offence relating to protection of children from harm and hazards |
|---------|-----|--|

National Regulations

| | | |
|------|-----------|---|
| Regs | 168(2)(e) | Policies and procedures in relation to emergency and evacuation |
| | 97 | Emergency and evacuation procedures |
| | 98 | Telephone or other communication equipment |

MTOP

| | |
|-----|---|
| LO3 | Children become strong in their social and emotional wellbeing. |
|-----|---|

Aim

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

Related Policies

Incident, Injury and Trauma and Illness Policy
Administration of Authorised Medication Policy
Death of a Child Policy
Death of an Educator Policy
Medical Conditions Policy
Providing a Child Safe Environment Policy
Work, Health & Safety Policy

Procedure

- A risk assessment will be conducted by Nominated Supervisor or Coordinator, educators and management annually to review and refine emergency procedures
- Emergency evacuation procedures and floor plans (reg 97) will be clearly displayed in a prominent position near the main entrance and exit of each room used by the service.
- Implement measures to reduce the risk of injury during potential emergencies. For example, storing heavy items on the floor or bottom shelves, ensuring hazardous material is stored in a stable and secure way
- All educators, including relief staff, will be informed of the procedure and their specific duties identified in their orientation to the service. Educators will make arrangements as to duties undertaken in the absence of other educators.
- Educators will discuss the emergency procedures with the children and the reasons for practising the drills prior to each emergency drill being undertaken. Following each drill, children should be reassured and their suggestions and comments welcomed for how the drill might be improved to provide them with a sense of control and understanding of the process.
- Children and educators will practice the emergency procedure at least every 3 months (reg 97), in all types of care, before school, after school and vacation care.
- All persons present at the service during the evacuation drill must participate
- All emergency drills will be recorded with date, time and length of time it took to leave building. Additional comments on recommendations for improvements can also be included in the record. Jannali BASC will record how many children were involved in the drill and the educators who were in attendance.
- All emergency drills will be immediately followed by a debriefing session if possible to identify any improvements that may be made. Any training needs will be identified and action taken to implement the relevant training.
- Drills will be conducted more regularly when there are new children.
- Families will be informed of the procedure and assembly points in the Parent Handbook.
- No child or educator is to go to their bags to collect personal items during an emergency evacuation. This would lead to confusion and delays.
- The service will maintain a fire blanket and smoke detectors and have them checked

Policy and Procedure Manual

regularly as per the manufacturer's instructions.

- Fire extinguishers will be installed and maintained in accordance with Australian Standard 2444. Educators will be instructed in their operation.
- Educators will only attempt to extinguish fires if the fire is small, there is no threat to their personal safety and they feel confident to operate the extinguisher and all the children have been evacuated from the room.
- Educators should be aware of bush fire danger and if relevant have appropriate training on the necessary procedures.
- Jannali Public School is listed as a level 2 bush fire prone area we follow Jannali Public school bush fire evacuation plan as displayed in our centre
- The plans developed by Jannali Public School in conjunction with DEC and the Bush Fire Authority will be followed by Jannali Before and After School Care.
- The Local Fire Authority should be contacted for advice and training on fire safety and this plan is included in procedures.
- The evacuation plan will include:
 - Routes of leaving the building suitable for all ages and abilities. These should be clearly mapped out.
 - Plan of where the fire extinguishers are located displayed in a public place.
 - A safe assembly point away from access of emergency services.
 - An alternative assembly area in case the first one becomes unsafe.
 - List of items to be collected and by whom as well as a list of current emergency numbers.
 - Educator's duties in the emergency.
- Educators will be nominated to:
 - Make the announcement to evacuate, identifying where and how.
 - Collect children's attendance records and families contact numbers.
 - ensure there is access to reliable communication channels in the event of an emergency by maintaining access to a telephone
 - Collect emergency services numbers.
 - Make the phone call to 000 or other appropriate service, management and families as required.
 - Collect the emergency bag including first aid kit.
 - Check that the building and playground is empty and that all doors and windows are closed as far as possible, to reduce the spread of a fire.
 - Supervise the children at the assembly area, and take a roll call of children.
Educators should be aware of any visitors.
- When the emergency service arrives, the Coordinator or Responsible Person will inform the officer in charge of the nature and location of the emergency and if there is anyone missing.

Policy and Procedure Manual

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

Emergency Communication Plan

The Nominated Supervisor, Coordinator or Responsible Person will ensure that where possible:

- families are provided with current information about an emergency situation, the actions taken to protect their child, and what actions families should take, through an accessible communication channel such as social media, service website, SMS or email. Multiple channels may be used to assist the flow of information
- current information about any service closure due to the emergency is provided through the same communication channels.

The Nominated Supervisor will also ensure current information about families' emergency contact details is maintained. This may include families' phone numbers, email addresses and social media accounts. The Nominated Supervisor will regularly remind families through service communications to update their contact details if required.

Emergency Bag

The Nominated Supervisor will ensure an Emergency Kit includes:

- current emergency contact details for each child
- employee and next of kin contact details
- emergency service telephone numbers
- working torch and spare batteries
- fully stocked first aid kit
- gloves
- whistle
- pen and paper
- hand sanitiser
- sunscreen

The Nominated Supervisor will ensure the Kit contains a list of items that must be added at the last minute in an emergency. Items will include:

- attendance registers for children, staff and volunteers
- medications for staff and children
- administration of medication records and medical management plans
- mobile phone and charger
- insurance policy

The Nominated Supervisor will include the requirement to check batteries, sunscreen and insect repellent in the diary note for quarterly emergency rehearsals, and replace these items if necessary.

Lockdown procedures

Refer Lockdown Policy

BUSHFIRES/GRASS FIRES

Refer Bushfire Policy

SEVERE WEATHER /STORMS AND FLOODING

The Nominated Supervisor, Coordinator or Responsible Person will direct educators and staff to:

- Store or secure loose items external to the building, such as outdoor furniture.
- Secure windows (close curtains & blinds) and external doors. If necessary, tape windows and glass entrances.
- Protect valuables and disconnect electrical equipment – cover and/or move this equipment away from windows.
- During a severe storm, remain in the building and ensure they and children keep away from windows. Restrict the use of telephone landlines to emergency calls only.
- Tune in to ABC radio if possible to follow any emergency instructions.
- Report to the Approved Provider, Nominated Supervisor or Coordinator regarding the status of children, staff and visitors safety.

After the storm passes, the Approved Provider, Nominated Supervisor or Coordinator will evaluate the need to evacuate if uncontrolled fires, gas leaks, or structural damage has occurred as a result of the storm.

MEDICAL EMERGENCY

Refer-

- Incident, Injury, Trauma and Illness Policy
- Administration of Authorised Medication Policy
- Medical Conditions Policy

MAJOR EXTERNAL EMISSIONS/SPILL (includes gas leaks)

The Nominated Supervisor, Coordinator or Responsible Person will:

- Call 000.

Policy and Procedure Manual

- If it's a gas leak onsite, notify the gas provider (number can be found on the emergency numbers and key contacts page).
- Implement evacuation procedures.
- Check staff, children and visitors are accounted for.
- Await 'all clear' or further advice before returning to the centre.
- Notify the Regulatory Authority of incident as set out in our Incident, Injury, Trauma and Illness Policy.
- Notify WorkSafe if required.

INTERNAL EMISSION/SPILL

The Nominated Supervisor, Coordinator or Responsible person will:

- Move staff/children away from the spill to a safe area.
- If safe to do so, direct staff to clean the spill. Personal Protective Equipment should be worn as per the requirements of the Material Safety Data Sheet.
- Call 000 if the nature of the emission/spill is unknown or it is unsafe to manage.

Notify WorkSafe if required.

EARTHQUAKE

- Don't panic.

If outside:

- Stay outside and move away from buildings, streetlights and utility wires.
- DROP, COVER and HOLD
 - DROP to the ground
 - Take COVER by covering their head and neck with your arms and hands
 - HOLD on until the shaking stops.

If inside:

- Move away from windows, heavy objects, shelves etc.
- DROP, COVER and HOLD
 - DROP to the ground
 - Take COVER by getting under a sturdy table or other piece of furniture or go into the corner of the building covering their faces and head in their arms
 - HOLD on until the shaking stops.



Policy and Procedure Manual

After the earthquake the Nominated Supervisor, Coordinator or Responsible Person will:

- Evaluate the need to evacuate if there are uncontrolled fires, gas leaks or structural damage to the building.
- Instruct educators, staff and children to watch out for fallen trees, power lines, and stay clear of any structures that may collapse.
- Ask educators and staff about the status of staff, children and visitor safety.
- Call 000
- Arrange medical assistance where required.
- Instruct educators and staff to help others if possible.
- Tune in to ABC radio if possible to follow any emergency instructions.

Sources

Australian Standard 3745-2010 Planning for Emergencies in Facilities
Education and Care Services National Regulations
National Quality Standard
Work Health and Safety Act 2011
Work Health and Safety Regulations 2017
Fact Sheet Emergency Plans – Safe Work Australia

Review

The policy will be reviewed annually or when there are changes to the service which may affect the EMP such as renovations or changes to the number of staff or children. The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

Enrolment and Orientation Policy

NQS

| | | |
|-----|-------|---|
| QA2 | 2.1.2 | Health practices and procedures - Effective illness and injury management and hygiene practices are promoted and implemented. |
|-----|-------|---|

| | | |
|-----|-------|--|
| QA6 | 6.1.1 | Engagement with the service - Families are supported from enrolment to be involved in the service and contribute to service decisions. |
|-----|-------|--|

National Regulations

| | | |
|------|--|--|
| Regs | 77 | Health, hygiene and safe food practices |
| | 78 | Food and beverages |
| | 79 | Service providing food and beverages |
| | 80 | Weekly menu |
| | 88 | Infectious diseases |
| | 90 | Medical conditions policy |
| | 91 | Medical Conditions Policy to be Provided to Parents |
| | 92 | Medication record |
| | 93 | Administration of medication |
| | 96 | Self-administration of medication |
| | 97 | Emergency and evacuation procedures |
| | 99 | Children leaving the education and care service premises |
| | 100 | Risk assessment must be conducted before excursion |
| | 101 | Conduct of risk assessment for excursion |
| | 102 | Authorisation for excursions |
| | 157 | Access for parents |
| | 160 | Child enrolment records to be kept by approved provider and family day care educator |
| | 161 | Authorisations to be kept in enrolment record |
| | 162 | Health information to be kept in enrolment record |
| | 168 | Education and care service must have policies and procedures |
| | 173 | Prescribed information is to be displayed |
| | 177 | Prescribed enrolment and other documents to be kept by approved provider |
| | 181 | Confidentiality of records kept by approved provider |
| 183 | Storage of records and other documents | |

My Time, Our Place

| | |
|-----|---|
| LO1 | Children feel safe, secure, and supported |
|-----|---|

Aim

Jannali Before and After School Care 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).
- To ensure that each child’s enrolment is completed as per our legal requirements

Related Policies

Inclusion Policy

Administration of Authorised Medication Policy

Child Protection Policy

Excursion Policy

Fees Policy

Nutrition and Food Safety Policy

Health and Hygiene Policy

Infectious Diseases Policy

Medical Conditions

Administration of Authorised Medication Policy

Privacy and Confidentiality Policy

Interactions with Children Policy

Rest, Relaxation and Clothing Policy

Who is affected by this policy?

Children

Families

Educators

Procedure

Eligibility

Access and eligibility will be subject to the Priority of Access Guidelines set down by the Department of Education, Employment and Workplace Relations (DEEWR), these are:

- Priority 1 – a child at risk of serious abuse or neglect
- Priority 2 – a child of a single parent who satisfies, or of parents who both satisfy, the work, training, study test under section 14 of the *A New Tax System (Family Assistance) Act 1999*
- Priority 3 – any other child, with first places going to students enrolled at Jannali Public School, then Como PS, then other schools.

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

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

Within these main 3 categories and the above points, Jannali Before and After School Care has priority for students enrolled at:

- Jannali Public School, before any other student
- Como Public School
- Students from other schools in order of enrolment date

As well as the above, the service policy is that children must be enrolled in Primary School in order to be eligible to attend the service. Children of Preschool age will not be accepted into the program, except for the January Vacation care period immediately prior to them commencing Primary School – this enrolment will be accepted upon proof that the child is enrolled to commence Primary School. Children who have completed Year 6 may be eligible to attend the service at the discretion of the Nominated Supervisor

Inclusion of children additional needs

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

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.

Enrolment:

Enrolments will be created in line with the Priority of Access Guidelines and the Child Care Subsidy (CCS). There are three enrolment types under the CCS:

- Formal enrolments
- Informal enrolments
- AMEP/Other enrolment

Enrolments will not be accepted from families without full completion of the enrolment form and all required documentation. To secure the enrolment, parents are required to pay the enrolment fee. Information about fees is included in the Fee Policy.

- Families can claim Child Care Subsidy or Additional Child Care Subsidy online by signing into their Centrelink online account through my Gov and completing a claim. If eligible, the Subsidy will be paid directly to the service on families' behalf and will reduce the fees owed. This can only occur after our service enters families' enrolment information online, and families confirm their enrolment information through their myGov account. Until Child Care Subsidy details are available, families will need to pay full fees.

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 electronically signed on the child's arrival and departure by either:
 - The person who delivers or collects the child
 - The Nominated Supervisor or an educator (Regulation 158); and
- Meet the requirements of the Child Care Subsidy System (CCS)
- An enrolment record for each child will be kept at the service which includes all details outlined in Regulations 160, 161 and 162.

Child's attendance once enrolled

- The service's responsibility for the child begins when placed in the staff's care by parent or guardian, or when they arrive from school for the afternoon session. If a child is to be absent on a day they are normally booked, the family must notify the service as soon as possible. The rules for Allowable Absences under CCS will be followed in relation to all absences.

Policy and Procedure Manual

- 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 contact a parent or authorised nominee immediately to see if the child should be booked in for the session.
- 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
(*CCS Ending Enrolments*)

The family must give two weeks' notice if they wish to cancel a child's enrolment. CCS guidelines will be followed once an enrolment is cancelled.

Other information about our service's enrolment includes:

- In accordance with the National Law and Regulations, our educators will support each child to manage their own behaviour, respond appropriately to the behaviour of other children and communicate effectively to resolve conflicts. We will also work with each child's family to support any children with diagnosed behaviour and social difficulties. However, a child's enrolment at our service may be terminated if the nominated supervisor decides the child's behaviour threatens the safety, health or well being of any other child at the service.

Confidentiality and Storage of Records

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

Orientation

- Families who are enrolling their child for the first time will be given the Parent Handbook, and the Policy and Procedure Manual 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.
- 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 Centre.
- Educators will introduce the child to other children and engage them in an activity. The educator will remain with the child until they are settled and comfortable in the new environment. Educators will carefully monitor the child whilst in the service to ensure they are settling in.



Policy and Procedure Manual

Sources

Work Health and Safety Act 2011

Work Health and Safety Regulations 2011

Child and Young Persons (Care and Protection) Act 1998

Education and Care Services National Regulations 2011


National Quality Standard

A New Tax System (Family Assistance) Act 1999

My Time, Our Place Framework for School Age Care

Reviewed: 6th March 2023

Date for next review: 6th March 2024

| | | |
|-----------------------------------|---|---|
| Enrolment Checklist | |  Director |
| Sample Document | | |
| Element 6.1.1 | Engagement with the service. Families are supported from enrolment to be involved in the service and contribute to service decisions. | |
| Nominated Supervisor's Name | | Date: |
| Nominated Supervisor's Signature: | | |

| | yes | N/A |
|--|-----|-----|
| All parts of the Enrolment Form completed and signed | | |
| Parents 1, 2 DOB and CRN provided | | |
| Child's DOB and CRN provided | | |
| Complying Written Arrangement template signed by parent | | |
| Enrolment lodged with Centrelink | | |
| Child's Birth Certificate or equivalent sighted | | |
| Court/parenting orders, parenting plans outlining powers, duties, responsibilities in relation to the child provided | | |
| Information about the child's family is obtained eg culture, religion, family structure (eg siblings, grandparents) | | |
| Information about any special dietary requirements/restrictions or additional needs obtained | | |
| Information about the child's interests and strengths obtained | | |
| Evidence of required immunisation status provided | | |
| All authorisations and indemnities signed including authority for: | | |
| <ul style="list-style-type: none"> • medical treatment from a medical practitioner, hospital or ambulance service | | |
| <ul style="list-style-type: none"> • ambulance transportation | | |
| <ul style="list-style-type: none"> • incursions | | |

Policy and Procedure Manual

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|--|--|--|
| <ul style="list-style-type: none"> regular excursions | | |
| <ul style="list-style-type: none"> Authorised nominees | | |
| <ul style="list-style-type: none"> Emergency contacts | | |
| <ul style="list-style-type: none"> Persons authorised to consent to medical treatment or administration of medication (could be same as authorised nominees/emergency contacts) | | |
| Relevant health information is provided including: | | |
| <ul style="list-style-type: none"> medical practitioner or medical service | | |
| <ul style="list-style-type: none"> Medicare number | | |
| <ul style="list-style-type: none"> dental practitioner or service | | |
| <ul style="list-style-type: none"> healthcare needs, medical conditions, allergies, anaphylaxis or risk of anaphylaxis | | |
| <ul style="list-style-type: none"> Medical Management Plan and Medical Risk Minimisation Plan for specific health care need, medical condition, allergy or anaphylaxis | | |
| Parent Information Pack discussed | | |
| Families provided with copies of, or access to, all policies and procedures, Code of Conduct and Statement of Philosophy | | |
| Medical Conditions Policy provided to all parents where child has a specific health care need, medical condition, allergy or other relevant medical condition | | |
| Relevant policies and procedures discussed/explained including: | | |
| <ul style="list-style-type: none"> Medical conditions policy Child cannot attend without medication | | |
| <ul style="list-style-type: none"> Administration of Medication Policy Medication must be in original container Over the counter medications not administered unless prescribed by doctor Administration of medication must be authorised in writing unless emergency Procedures during medical emergency, including asthma and anaphylaxis | | |
| <ul style="list-style-type: none"> Delivery and Collection of Children Policy Sign in/out procedure explained Procedure if parent running late to collect child | | |
| <ul style="list-style-type: none"> Grievance Policy Location of complaint forms | | |
| <ul style="list-style-type: none"> Fee Policy | | |

Policy and Procedure Manual

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| Fees should be paid on time. Fees in arrears attract extra charges | | |
| <ul style="list-style-type: none"> • Photography Policy (authorisation signed) | | |
| <ul style="list-style-type: none"> • Infectious Disease Policy Any child who is unwell must not attend the Service. Children who become unwell at the Service need to be collected. If service suspects child has infectious disease, child may be excluded until child has a medical certificate stating they are not contagious. | | |
| <ul style="list-style-type: none"> • Immunisation and Disease prevention Policy Any child that is not fully immunised may be excluded if there is a vaccine preventable disease at the service | | |
| <ul style="list-style-type: none"> • Rest, Relaxation and Clothing Policy Rest practices All items should be labelled with child's name | | |
| <ul style="list-style-type: none"> • Behaviour Guidance (Relationships with Children Policy) Parents will: <ul style="list-style-type: none"> • work in partnership with educators to minimise risk where the child's behaviour is a danger to children and educators • consent in writing where educators believe liaising with relevant professionals will support the learning and development of their child | | |
| <ul style="list-style-type: none"> • Health, Hygiene and Safe Food Policy Service has a 'healthy' eating policy Service does not allow eg nuts into the service | | |
| <ul style="list-style-type: none"> • Tobacco, Drug and Alcohol Policy No smoking on premises allowed including car park | | |
| <ul style="list-style-type: none"> • Parental Interaction and Involvement in the Service Policy Family input procedures eg "what did you do on the weekend" sheets | | |
| <ul style="list-style-type: none"> • Environmental Sustainability Policy Measures taken to promote sustainability | | |
| Bond and Administration Fee paid in full | | |
| Credit reference check permission form signed. | | |
| Direct Debit form completed/method of payment for fees established | | |
| Tour of service and introduction to educators | | |

Environmental Sustainability Policy

NQS

| | | |
|-----|-------|--|
| QA3 | 3.2.3 | Environmentally responsible - The service cares for the environment and supports children to become environmentally responsible. |
|-----|-------|--|

| | | |
|-----|-------|--|
| QA6 | 6.1.1 | Engagement with the service - Families are supported from enrolment to be involved in the service and contribute to service decisions. |
| | 6.2.3 | Community engagement - The service builds relationships and engages with its local community. |

MTOP

| | |
|-----|---|
| LO2 | Children become socially responsible and show respect for the environment |
|-----|---|

Aim

Jannali Before & After School Care aims to help children learn about and implement sustainable practices and foster respect and care for the living and non-living environment.

Procedure

Children develop positive attitudes and values about sustainable practices by engaging in learning experiences, joining in discussions that explore solutions to environmental issues, and watching adults model sustainable practices. Children learn to live interdependently with the environment.

Environmental Sustainability and our Curriculum

- Our educators will promote a holistic, open ended curriculum which explores ideas and practices for environmental sustainability and helps children understand the interdependence between people and the environment by:
 - connecting children to nature through art and play and allowing children to experience the natural environment through natural materials like wood, stone sand and recycled

Policy and Procedure Manual

materials, plants including native vegetation, trickle streams or ponds, nesting boxes, a potting bench with gardening tools and watering cans.

- developing education programs for water conservation, energy efficiency and waste reduction.
- celebrating childrens' environmental knowledge and sustainable activities.
- involving children in nature walks, education about plants and gardening and growing plants and flowers from seed.
- engaging children in learning about the food cycle by growing, harvesting, and cooking food for our service kitchen.
- enlisting the help of groups with expertise in environmental issues, for example bush care groups, wildlife rescue groups, Clean Up Australia, to deliver elements of our sustainability program
- acknowledging and celebrating environmental awareness events like Clean Up Australia Day and Walk to School Day.

The Role of Educators

- Our educators will model sustainable practices by embedding sustainability into all aspects of the daily running of our service operations including:
 - recycling materials for curriculum and learning activities
 - minimising waste and effectively using service resources
 - turning off equipment and lights when not in use
 - using the least hazardous cleaning substance appropriate for the situation, for example, ordinary detergent for cleaning dirt from tables and other surfaces.
 - composting
 - maintaining a worm farm
 - maintaining a no dig vegetable/herb garden
 - incorporating water wise strategies such as drip irrigation and ensuring taps are turned off and leaks fixed.
 - using food that we have grown in meals on our weekly menu
 - implementing environmentally friendly pest management to collaborate to develop daily routines and practices that embrace sustainability
 - Work together with children to show respect, care and appreciation for the natural environment
 - Provide children with access to a range of natural materials in their environment
 - Enable children to care for and learn from the land
 - Discuss the nature of children's connectedness to the land and demonstrate respect for community protocols



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Partnerships with Families and the Community

- Our educators will facilitate collaborative partnerships with local community groups, government agencies and private companies to enhance and support childrens' learning about sustainable practices. We will share their brochures and fact sheets on sustainable practices like recycling, saving water and power and green cleaning with our children and their families. Families will be encouraged to participate in decision making and information sharing about environmental sustainability through our facebook page, newsletters, parent input forms, wall displays, meetings.

The NSW Early Childhood Environmental Education Network has resources which may assist Early Childhood Services to identify and work towards an Environmentally Sustainable Service. The Network's website also has links to many organisations and Government agencies that provide information on sustainable practices at <http://www.eceen.org.au/links.htm>

Source

National Quality Standard

My Time Our Place

Climbing the little green steps 2007: Gosford and Wyong Councils

NSW Early Childhood Environmental Education Network

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

Excursion Policy

Aim

Jannali Before and After School Care will plan excursions to extend the educational programming at the service. Excursions are designed to allow children to explore their physical and social environment, including their local community, away from the service's premises ("My Time, Our Place" Outcome 2.1).

Parental permission will be sought for all excursions and each excursion will be carefully planned and the potential risks assessed. When planning excursions, educators will take into consideration experiences that encourage children to investigate ideas, solve problems and use complex concepts and thinking, reasoning and hypothesising and to transfer and adapt what they have learned from one context to another ("My Time, Our Place" Outcomes 4.2, 4.3).

Excursions also allow educators to demonstrate how their practice is shaped by meaningful engagement with the community.

Procedure

Planned excursions will take into account:

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

Risk Management

Safety during excursions is a priority. The Coordinator, Responsible Person or educators will complete a risk assessment to identify, assess and remove or reduce risks the excursion may pose to the safety, health and wellbeing of and each child before children are transported unless the arrangement is a 'regular outing' (ie a walk, drive or trip to and from a destination that the service visits regularly as part of its educational program and where the circumstances and risks are substantially same on each outing) and a risk assessment has been completed within the last 12 months. The risk assessment will cover:

- Any risk that the excursion may pose to the safety, health and wellbeing of any child and identify how these risks will be managed and minimised
- Proposed route and destination
- Any water hazards and associated risks

Policy and Procedure Manual

- Means of transport and child restraint/seat belt requirements
- The number of educators or other responsible adults required to ensure appropriate supervision. This number will be determined by taking into consideration the risks posed by the excursion and whether any adults with specialised skills are required;
- The process for entering and exiting the service premises or destination, and procedures for embarking and disembarking transport, including how each child will be accounted for
- Number of educators and children (and ratio)
- Whether extra adults are required for supervision/safety -educator to child ratios are minimum requirements. You may discuss supervision strategies at a staff meeting eg sourcing high viz vests
- Any special skills required
- Proposed activities
- Proposed duration
- Any specific health care needs or medical conditions that need to be managed
- The items that should be taken on the excursion, for example, first aid kit, mobile phone and a list of emergency contact numbers;
- Verbal instructions to children on appropriate behaviour expected whilst on excursions.

A sample Excursion Risk Management Plan can be downloaded from the ACECQA website:
<http://acecqa.gov.au/storage/Excursion%20risk%20management%20plan.pdf>

The Nominated Supervisor will update risk assessments for regular outings and obtain new authorisations from parents/guardians when circumstances that may affect the arrangements change, including for example:

- weather conditions (summer versus winter, extreme weather events like heatwaves, floods and bushfires)
- changes in routes for example because of road works
- the numbers and vulnerabilities of children.

Authorisations for Excursions

Authorisation for a child to be taken on an excursion must be given by a parent or other person named in the child's enrolment record as having authority to authorise the excursion unless the arrangement is a 'regular outing' and there's an authorisation which is less than 12 months old. The authorisation will include:

- Child's name
- If it's a regular outing, a description of when the child is to be taken on the regular outings
- If it's not a regular outing, the date of the excursion
- Destination and proposed activities
- if transport involved, the means of transport, and any requirements for seatbelts or safety restraints under the relevant state/territory law
- How long the child will be away from the centre

Policy and Procedure Manual

- Expected number of children attending
- Expected ratio of educators to children
- Expected number of additional adults who will be attending
- Items child required to bring from home for excursion
- Advice risk assessment available at service.

Excursion Procedure

The Nominated Supervisor and educators will always implement the Excursion Procedure to eliminate or minimise any risks associated with an excursion and ensure compliance with all Regulations.

Supervision

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

Information and Equipment

Information and equipment to be taken on excursions will include:

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

Lost Child

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

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

Transporting Children to/from an excursion

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

Water Safety

- The service recognises the risks posed by bodies of water. The service will ensure that every precaution is taken so that children are able to enjoy water-based activities safely. Risk assessments will be carried out for programmed water-based activities.
- The Regulations do not specify a specific educator to child ratio for activities where water is a feature. The number of educators present is to be determined by a risk assessment of the proposed activity. It must also be noted that in sections 165, 167 and 169 of the National Law there are clear statements about adequate supervision. A range of factors shall determine the adequacy of supervision, including:

Policy and Procedure Manual

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

Definition of a body of water

- Swimming pools and /or water fun parks
- Wading pools
- Lakes
- Ponds
- The sea / ocean
- Creeks
- Dams
- Rivers

Equipment used by the service that could contain 5cm or more of water and would allow a child to submerge both nose and mouth at the same time.

Related Policies

Acceptance and Refusal of Authorisations Policy

Emergency and Evacuation Policy

Incident Injury Trauma and Illness Policy

Physical Environment Policy (Water Safety)

Sun Protection Policy

Staffing Arrangements Policy

Transport Policy

Sources

National Quality Standard

2.2.1 Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

6.2.3 Community engagement – The service builds relationships and engages with its community

7.1.2 Management systems - Systems are in place to manage risk and enable the effective management and operation of a quality service

Jannali BASC Policy and Procedure Manual

Approval date: 6th March 2023



Policy and Procedure Manual

Education and Care Services National Law

165 Offence to inadequately supervise children

Education and Care Services National Regulations

4 Definitions (Regular Outing)

89 First aid kits

99 Children leaving the education and care service premises

100 Risk assessment must be conducted before excursion

101 Conduct of risk assessment for excursion

102 Authorisation for excursion

168(2)(g) Education and care services must have policies and procedures dealing with excursions, including procedures complying with regulations 100 to 102

My Time Our Place

Learning Outcome 4

Children transfer and adapt what they have learned from one context to another.

Children develop dispositions such as curiosity, cooperation, 34 confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

Learning Outcome 5

Children interact verbally and non-verbally with others for a range of purposes.

Tools

Excursion Procedure

Excursion - ACECQA Risk Assessment Template

Authorisation - Excursion

Authorisation - Excursion Regular Outing

Excursion Checklist Nominated Supervisor

Excursion Checklist Educators

Excursion Evaluation

Review

The policy will be reviewed annually by the Approved Provider, Supervisors, Employees, Families and any committee members.

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

Family Law and Access Policy

NQF

| | | |
|-----|-------|--|
| QA2 | 2.2.3 | Child protection - Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. |
|-----|-------|--|

National Regulations

| | | |
|------|-----|-----------------------------------|
| Regs | 84 | Awareness of child protection law |
| | 157 | Access for parents |

Aim

Jannali Before & After School Care aims to ensure that the service is upholding any responsibilities or obligations in relation to family law and access at the service.

Related Policies

Child Protection Policy
 Enrolment and Orientation Policy
 Privacy and Confidentiality Policy

Implementation

Both parents have full responsibility for their children until they reach 18, unless a Court orders otherwise. This is not changed in any way as a result of a change in the parents' relationship, for example, separation or remarriage. If the relationship breaks down parental responsibility may be documented to clarify responsibilities in relation to the child.

Parenting Orders – are orders that the Family Court (or the Federal Circuit Court) will make when parents' relationships break down and they cannot agree on the arrangements for their child. They change parenting responsibilities and stipulate which parent has what responsibilities. Parenting Orders may cover:

Policy and Procedure Manual

1. a child's residence – who the child will live with (who has custody of the child). This person is responsible for day-to-day matters like discipline, going out, clothes and pocket money. Residency can be a shared arrangement.
2. A child's contact arrangements - when a child may have contact with a non-custodial parent or anyone else who plays an important part in their life eg grandparents (contact can either be face to face, or by phone, letters)
3. Child Maintenance – who provides financial support for a child
4. Specific Issues –any other aspect of parental responsibility (this may include the day-to-day care, welfare and development of a child, issues relating to religion, education, sport, or other specific issue)

Parenting Orders by Consent/Parenting Plans – Where parents agree on the arrangements for their child despite their relationship breaking down, they can apply to the Court for a “parenting order by consent” or they can enter into a written Parenting Plan which records the agreed arrangement.

The Approved Provider or Nominated Supervisor or Coordinator will:

- ensure parents provide copies of any parenting orders or plans during the child's enrolment
- request/remind parents to provide copies of any new or revised orders or plans
- ensure educators, staff and volunteers understand and comply with any parenting orders or parenting plans, in particular know with whom the child lives, who they may have contact with and any other specific legal rights and responsibilities set out in the documents. Services have a legal responsibility to ensure children only leave the Service with the permission of the custodial parent (or in accordance with the orders/plans)
- contact the custodial parent and if necessary the Police if a person who is not authorised to collect the child wishes to take the child and will not leave. The child will remain at the Service

The Approved Provider, Nominated Supervisor and educators will not allow a parent to enter the service premises if they reasonably believe this would contravene a court order.

Sources

www.familycourt.gov.au

Law Council of Australia www.familylawsection.org.au

Family Law Act 1975

Education and Care National Regulations 2011

National Quality Standard

Last reviewed: 6th March 2023

Date for next review: 6th March 2024



Policy and Procedure Manual

Fees Policy

NQF

| | | |
|-----|-------|--|
| QA7 | 7.1.2 | Management systems - Systems are in place to manage risk and enable the effective management and operation of a quality service. |
|-----|-------|--|

Aim

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

Related Policies

Enrolment and Orientation Policy
Privacy and Confidentiality Policy

Implementation

Enrolment

Upon being offered a place at the service, the family is required to pay \$50.00 per family for a one-off registration fee.

Fees

Our child care fees are outlined in our fee schedule which is available from our family information board area and also displayed on our website.

Please note our fees may change from time to time. We will notify families in writing at least 14 days before we change our fees or the way in which we collect them.

Fees must be paid on time and:

- **one week in advance**

Fees may also be payable during any period when the service closes in response to a local emergency eg fire, flood. Potential emergencies which may affect our service are considered in our service risk assessment for potential emergencies, and covered in our emergency response procedures (refer Emergency and Evacuation Policy.)

Child Care Subsidy

Child Care Subsidy is available to all families who are Australian Residents if the child meets immunisation requirements and parents meet eligibility requirements. Entitlement is determined by an activity test which determines the number of hours of subsidised care to which families are entitled. Combined family income is used to determine the subsidy percentage. Income thresholds change each financial year. Current thresholds are available from the Department of Human Services website. See servicesaustralia.gov.au/. See 'Activity Level and Subsidised Care.'

A broad range of activities meet the activity test requirements, including paid work, self-employment, unpaid work in a family business, active job hunting, volunteering or studying. You can also include reasonable travel time to and from a place of activity to the centre. In two parent families, both parents must meet the activity test, and subsidy hours are calculated on the lower number where parents have different levels of activity.

There are exemptions for parents who legitimately cannot meet the activity test requirements.

Low-income families who do not meet the activity test can access 24 hours of subsidised care per fortnight under the Child Care Safety Net. People with disability or impairment, including those who receive Disability Support Pension or an invalidity service pension or who have been diagnosed by a registered medical practitioner or clinical psychologist as impaired to a significant degree may be exempt from the activity test.

Families who need more than their available hours of subsidised care per fortnight due to exceptional circumstances can also apply to Centrelink for additional hours.

The Additional Child Care Subsidy may be available to help support:

- families needing help to support their children's safety and wellbeing
- grandparents on income support who are primary child-carers
- families in temporary financial hardship
- families moving to work from income support

Families can claim Child Care Subsidy or Additional Child Care Subsidy online by signing into their myGov and completing a claim. If eligible, the Subsidy will be paid directly to the service on families' behalf and we will reduce the fees owed. This can occur after our service enters families' enrolment information online, and families confirm their enrolment information through their myGov account. Until Child Care Subsidy details are available, families will need to pay full fees.

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Child Care Subsidy may not be paid by the Government in certain situations and families will be required to pay full fees for the period involved. These include:

- non-attendance for 14 weeks in a row
- for any days before a child attends the service for the first time.
- for any days in the final attendance period after a child last physically attends the service.

Absences

Families are entitled to receive Child Care Subsidy for up to 42 days where their child is absent, for example due to illness, public holidays, local emergencies and parental leave. Evidence to support these absences is not required. Additional absence days may be available if they meet the situations outlined in the Family Assistance Law and there is evidence to support these.

Absences for afternoon sessions must be advised by 2.30pm on the day a child has been booked in. Failure to do so will incur a fee of \$10.00.

Bookings and cancellations

- Each family is expected to make bookings in advance, for the care sessions required. Bookings will only be accepted when families have completed the service's Enrolment Form in full.
- Families wishing to cancel their child's place at the service are required to provide two (2) weeks written notice to the Nominated Supervisor, or they are liable to pay the equivalent of two weeks child care fees to the service.

Service closure

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

Statements of Entitlement

We will issue weekly Statements which include child/children's full name/s, date of care, date of payment, daily and weekly hours of care, absences, hourly fees and hourly and daily fee totals and the number of hours fees were reduced (eg by Child Care Subsidy) and total reduction amount. (Parents' My Gov accounts will also have how much care families have received and how much Child Care Subsidy has been paid.)

Late Fees

- The service operates from 6.45am to 8.45am and 3pm to 6.00pm in school terms and from 7am to 6pm in Vacation Care. Staff are unable to accept children in the service outside of these hours. Should children be present after the closing time, a late fee of \$ 2 per minute will apply.
- The hours and days of operation of the service will be displayed prominently within the service (Regulation 173).
- In circumstances that are beyond the control of families, for example, weather and traffic

Policy and Procedure Manual

accidents, which may result in them arriving late to collect their child, the Nominated Supervisor will have discretion to waive the late fee.

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

Search Fees

If a child is booked in for a permanent or casual after school position but does not attend, and families have not advised the Nominated Supervisor that the child will not be attending because, for example, they are collecting the child from school, an educator will immediately take steps to locate the child and ensure their safety in line with the Delivery and Collection of Children Policy. A search fee of \$10 will be charged where families have failed to advise the centre before the end of the school day that the child will not be attending the session.

In relation to casual bookings, notice is required if a child no longer requires a place in the booked session. **If this notice is not provided, families will be charged for the session.**

There may be instances where cancellation occurs as a result of an emergency or other special circumstance. The Nominated Supervisor has the discretion to waive the termination fee in these situations.

Payment of Fees

- Fees must be paid 1 week in advance, within the stated due date. Families will be invoiced weekly and expected to pay by the due date as stated on the invoice. Families will be provided with a statement of fees charged by the service will be provided to all families (Regulation 168).
- Failure to pay unpaid fees may result in debt recovery action being taken and discontinuation of care for the child unless the family has initiated a repayment schedule for the unpaid fees with the Nominated Supervisor.

Methods of Payment

Fees can be paid by:

- Direct Debit - from your bank account or credit card to the service's bank account. Details of the service's bank account are included on the statement.
- Families will be given a minimum of fourteen days' notice of any changes to the way in which fees are collected (Regulation 172).

Debt recovery

- The Approved Provider reserves the right to take action to recover debts owing to the service. This can include the engagement of debt collectors to recover the monies owed.
- Where a family owes any overdue fees to the service, the child's place may be suspended, until all outstanding monies are paid, or both parties agree to a payment plan. Fees not paid by the due date will be followed up as below:
 - An initial letter stating fees are overdue will be sent 7 days after the fees due date, giving 10 working days for payment.

Policy and Procedure Manual

- If payment is not received, families will be invited, by telephone, to attend a meeting with the Nominated Supervisor within 7 days to discuss a payment plan.
- Failure to attend the meeting and continued non-payment for a period of 5 working days will result in a second and final letter notifying the family that unless payment is made within 5 working days, or a payment plan entered into, the child will be unable to attend the service.
- If a signed payment plan is not adhered to, a follow-up process will commence at point 2.
- The Approved Provider will reserve the right to employ the services of a debt collector and the family will be responsible for all fees associated with recovering the debt.

Confidentiality

- All information in relation to fees will be kept in strict confidence. Members of staff, management or the Approved Provider will not discuss individual names and details openly. Information will only be available to the nominated person/s required to take action, for example, to initiate debt recovery.
- Families may access their own account records at any time, or particulars of fees will be available in writing to families, upon request.

Increase of fees

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

Acknowledgement of responsibility to pay fees

- Families are required to read and sign Section 9, *Payment of Fees* and Section 10, *Disclaimer/Informed Consent* of the service's Enrolment Form.

Fees as at April 2022 are:

- Before School care permanent booking: \$23.00
- After School care permanent booking: \$28.00
- Bus Charge: \$3.00
- Casual booking add: \$2.00 per session
- Vacation Care days: \$64.00 plus any associated
Excursion/incursion costs



Policy and Procedure Manual

Sources

Bryant, L. (2009). *Managing a Child Care Service : A Hands-On Guide for Service Providers*. Sydney: Community Child Care Co-Operative.
Education and Care Services National Law and Regulations
Family Assistance Law

Reviewed: 6th March 2023

Date for next review: 6th March 2024

Governance & Management Policy

NQS

| | | |
|-----|-------|---|
| QA6 | 6.1.1 | Engagement with the service - Families are supported from enrolment to be involved in the service and contribute to service decisions |
| | 6.1.2 | Parent views are respected - The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing. |

| | | |
|-----|-------|--|
| QA7 | 7.1.1 | Service philosophy and purpose - A statement of philosophy guides all aspects of the service's operations. |
| | 7.1.2 | Management systems - Systems are in place to manage risk and enable the effective management and operation of a quality service. |
| | 7.1.3 | Roles and responsibilities - Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service. |
| | 7.2.1 | Continuous improvement - There is an effective self-assessment and quality improvement process in place. |

National Regulations

| | | |
|-----|-----|---|
| Reg | 168 | Education and care services must have policies and procedures |
| | 173 | Prescribed information to be displayed |
| | 177 | Prescribed enrolment and other documents to be kept by approved provider |
| | 181 | Confidentiality of records kept by approved provider |
| | 412 | Requirement to display information in relation to the rating of an education and care service |

Aim

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

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

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

Related Policies

Fees Policy

Privacy and Confidentiality Policy

Staffing Arrangements Policy

Responsibilities

- The Approved Provider has a range of responsibilities prescribed in the Education and Care Services National Law and Regulations, including keeping accurate records and retaining them for specified timeframes. These responsibilities cannot be delegated to any other person or body.

The Approved Provider responsibilities include:

- Compliance monitoring – ensuring compliance with the objects, purposes and values of the service, and with its constitution
- Organisational governance – setting or approving policies, plans and budgets to achieve those objectives, and monitoring performance against them
- Strategic planning – reviewing and approving strategic direction and initiatives
- Regulatory monitoring – ensuring that the service complies with all relevant laws, regulations and regulatory requirements
- Financial monitoring – establishing and maintaining systems of financial control, internal control, and performance reporting; reviewing the service’s budget; monitoring management and financial performance to ensure the solvency, financial strength and good performance of the service
- Financial reporting – considering and approving annual financial statements and required reports to government;
- Organisational structure – setting and maintaining a framework of delegation and internal control
- Staff selection and monitoring – selecting, evaluating the performance of, praising and, if necessary, dismissing the staff. Delegating the functions of sub-committees, the Nominated Supervisor, and other staff. Where appropriate, ensuring that permanent staff maintain their position as educators, with any change to staffing taking into account their rights as a permanent employee.
- Risk management – reviewing and monitoring the effectiveness of risk management and compliance in the service; agreeing or ratifying all policies and decisions on matters which might create significant risk to the service, financial or otherwise
- Dispute management – dealing with and managing conflicts that may arise within the organisation, including conflicts arising between committee members, staff, members, or

Policy and Procedure Manual

volunteers

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

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

Procedures

Philosophy and policies

- The development and review of the Philosophy and policies will be an ongoing process. An annual review is preferable, so that new committee members become familiar with the centre policies.
- The philosophy and associated statement of purpose will underpin all other documentation and the practices of the service and will reflect the principles of the approved national framework for school age care "My Time, Our Place". There will be a collaborative and consultative process to support the development of the philosophy that will include children, families and Educators. The statement of Philosophy will be included in the Quality Improvement Plan for the service. The statement of purpose will define how the statement of philosophy will be implemented in the service.
- Policies and procedures will provide clear documentation that will define agreed and consistent ways of doing things to achieve the stated outcomes.
- The Approved Provider will ratify the Philosophy and the policies. The Approved Provider can only alter policies and the changes minuted as a record.
- All documents will be dated and include nominated review dates.
- There will be a comprehensive index for the service policies as it is likely that some policies may address several aspects of operational practice.
- The service philosophy and policies will be available for all stakeholders and there will be reference to this in parent and staff handbooks.

Financial management

- The Approved Provider will be responsible for developing and overseeing the budget of the service and for ensuring that the service operates within a responsible, sustainable financial framework.

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- In line with this responsibility the JBASC Sub Committee will conduct a budget planning meeting each year as part of its annual business planning. The details of budgeting and fee setting are set out under the Fee Policy.
- Financial reporting including an income and expenditure statement and balance sheet will be presented to the JBASC Sub Committee on a regular basis and the opportunity provided to ask questions or seek further advice from the P&C book keeper.
- Safeguard integrity in financial reporting. Our financial records will be completed/reviewed by an independent accountant /auditor.

Facilities and environment

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

Equipment and maintenance

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

Review and evaluation of the service

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

Confidentiality

- All members of the JBASC Sub Committee will maintain confidentiality. This is addressed in the Privacy and Confidentiality Policy.

Maintenance of records

- The service has a duty to keep adequate records about staff, families and children in order to operate responsibly and legally. The service will protect the interests of the children and their families and the staff, using procedures to ensure appropriate privacy and confidentiality. Regulation 177 outlines requirements and includes references to records that services must keep. Regulations 183–184 detail storage of records.
- The Approved Provider assists in determining the process, storage place and time line for storage of records.
- The service's orientation and induction processes will include the provision of relevant information to educators, children and families.

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- Clear guidelines on who will have access to which particular records will be given to JBASC Sub Committee members, educators and families. These will be available at all times at the service.
- The Approved Provider will need to ensure that the record retention process meets the requirements of the following government departments:
 - Australian Tax Office (ATO)
 - Family Assistance Office (FAO)
 - Department of Social Services DSS (formerly the Department for Education, Employment and Workplace Relations (DEEWR))
- In the event of ceasing to operate, the Jannali P&C will identify where the records will be kept and seek professional advice on the winding up of the service
- A list of nominated contacts for Child Care Subsidy, Australian Taxation Office and Superannuation funds, as well as any other accounts, will be maintained and available where appropriate to members of the JBASC Sub Committee. These contacts will be reviewed annually and updated as contacts change to ensure currency in communication for effective governance.

Work, Health and Safety

- Policies and procedures will be in place to address the legal requirements relating to safety in the workplace and this information should underpin any service specific requirements, including grievance/complaints procedures. We will take every reasonable precaution to protect children from harm and any hazard likely to cause injury.
- The Nominated Supervisor will report back to the JBASC Sub Committee on any Work, Health and Safety issues as they arise.
- All committee members will be provided with information to assist them in meeting their obligations under the legislation.
- The Nominated Supervisor will ensure educators and staff regularly engage in formal or informal training to refresh their skills and understanding of practices that ensure the safety of children, families and employees including but not limited to child protection, child safe practices like supervision, ratios and WHS/OHS, emergency evacuations, water safety, sun safety, managing medical conditions and incidents/illnesses, risk assessments, safe excursion and transport practices, and workplace bullying, discrimination and harassment.

Commitment to good governance

Clearly Defined Reporting Relationships:

Everyone in the Service has only one primary manager. This reduces confusion and increase accountability and transparency.

Information, requests, or delegations that would cause our educators/staff to take action or change the course of their actions will only come from the person to whom they report.



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Our reporting relationships are:

- Persons with management or control of the service, including the Nominated Supervisors, report to the Approved Provider
- Persons responsible for the day to day operation of the service, including the Person in Day to Day Charge of the service, report to the Nominated Supervisors
- Persons appointed as contacts for Child Care Subsidy purposes report to the Nominated Supervisors
- Senior Educator and other educators report to Coordinator
- JBASC Sub-Committee reports to Approved provider

Respect the rights of parents, families and children

Our service will support and encourage the involvement of parents and families by:

- developing and implementing plans to ensure regular communication with families including advice about events, activities and policy updates
- enabling them to have access and provide input to reviews of policies and procedures
- providing space for private consultations
- providing and displaying a range of information about relevant issues
- ensuring we follow all policies and procedures

Our service will respect the rights of children by ensuring:

- the Nominated Supervisor complies with their responsibilities under the National Law and Regulations
- we follow our policies and procedures including the Interactions with Children Policy, Child Protection Policy and Confidentiality Policy.
- our children are provided with the experiences and learning which allows them to develop their identities, wellbeing and social connection.

Sources

Education and Care Services National Law and Regulations

National Quality Standard

My Time Our Place

Corporate Governance Principles and Recommendations ASX Corporate Governance Council

Family Assistance Law

Child Care Financial Integrity Strategy: Department of Educations, Skills and Training (Cwth)

Child Care Provider Handbook: Department of Educations, Skills and Training (Cwth)

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

Grievance Policy

NQS

| | |
|-------|--|
| 6.1.1 | Engagement with the service - Families are supported from enrolment to be involved in the service and contribute to service decisions. |
| 7.1.2 | Management systems - Systems are in place to manage risk and enable the effective management and operation of a quality service. |
| 7.2.1 | Continuous improvement - There is an effective self-assessment and quality improvement process in place. |

National Law

| | | |
|---------|-----|---|
| Section | 172 | Offence to fail to display prescribed information |
| | 174 | Offence to fail to notify certain information to Regulatory Authority |

National Regulations

| | | |
|------|-----|---|
| Regs | 12 | Meaning of serious incident |
| | 168 | Education and care service must have policies and procedures |
| | 173 | Prescribed information to be displayed |
| | 175 | Prescribed information to be notified to Regulatory Authority |
| | 176 | Time to notify certain information to Regulatory Authority |

Aim

Jannali Before and After School Care will maintain a complaints and grievance management system to ensure that all educators, families and communities members know that complaints and grievances will be taken seriously and investigated promptly and fairly. Complaints and grievances will be investigated and documented in a timely manner. Our complaints and grievance management system will be promoted in the parent handbook, staff handbook and on our website. We will identify complaints and grievances as opportunities to improve the quality of our service.

Related Policies

Governance and Management Policy
 Incident, Injury, Trauma and Illness Policy
 Privacy and Confidentiality Policy

Jannali BASC Policy and Procedure Manual
 Approval date: 6th March 2023

Managing Breaches and Complaints/Grievances

All breaches of our Code of Conduct (including corruption, maladministration and waste of resources) and complaints or grievances from educators, staff members, families, visitors and volunteers associated with the workplace will be managed in line with our Grievance Guidelines. This includes incidents of bullying, discrimination and harassment at the Service. The service takes any incident of (alleged) bullying, discrimination or harassment very seriously because it can cause significant health and wellbeing issues for employees.

Families will be provided with clear written guidelines detailing the grievance procedure, in the parent handbook.

Grievances can occur in all workplaces and handling them properly is important for maintaining a safe, healthy, harmonious and productive work environment. Documented grievance procedures are important because:

- staff and visitors need to know a process exists for receiving and managing grievances and complaints fairly, impartially, promptly and thoroughly.
- they help to ensure small issues or problems do not escalate.
- supervisors and managers need to be aware of issues causing conflict.
- documentation provides evidence and a record of the grievance and the outcome.
- complaints facilitate continuous improvement of Service operations.

The Nominated Supervisor or Coordinator will ensure all complaints are investigated in line with this Policy and Procedure, and that the Organisational Structure Flowchart is clearly displayed near the front entrance.

Grievance Guidelines

These guidelines explain the procedure for reporting and managing grievances, the roles and responsibilities of educators, staff and managers and the potential consequences of breaching our policies, procedures and Code of Conduct. Please note that grievances relating to child care funding entitlements, for example, Child Care Subsidy, should be made to Centrelink through the Federal Government's 'Service Australia.' Complaints may be made online.

Educators, staff, volunteers, families and visitors will:

- raise the grievance/complaint directly with the person concerned. Both parties should try to resolve the issue and develop solutions to ensure the problem does not happen again. Discussions should remain private, confidential, respectful and open-minded, will not involve other educators, staff, volunteers or visitors (eg parents) and will take place away from children
- raise the grievance/complaint with the Nominated Supervisor, Coordinator or Assistant Coordinator (or another manager/supervisor if this person is involved) if they are unable to resolve the concern, or feel unable to raise the matter directly with the person concerned. The Nominated Supervisor, Coordinator or Assistant Coordinator may request the issue be put in writing. Employees should provide all relevant information, including what the problem is, any other person involved in the problem and any suggested solution. Educators are encouraged to communicate openly about the issue.

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- raise any grievance involving suspected or actual unlawful activity (including discrimination against or bullying of employees, and alleged/suspected child abuse) with the Approved Provider or Nominated Supervisor immediately and privately
- be confident that their concerns will be thoroughly investigated, but aware that the outcome may not result in the action requested.

Union members may seek assistance or support from their trade union at any time.

Educators, staff, volunteers, families and visitors will not:

- get involved in complaints/ grievances that don't concern them. This is not ethical or helpful in managing the complaint
- raise complaints with an external complaints body, such as a court or Tribunal, without using our grievance procedures and appeal process first.

The Approved Provider, Nominated Supervisor or Coordinator will:

- discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint
- properly, fairly, confidentially and impartially investigate the issue including:
 - thoroughly investigating the circumstances and facts and inviting all affected parties to provide information or respond where appropriate
 - inviting the complainant to have a support person present during an interview (eg health and safety representative, but not a lawyer acting in a professional capacity)
- provide all affected parties with a clear written statement of the outcome of the investigation within seven working days of receiving the verbal or written complaint.
 - If the resolution of the complaint involves a written agreement, all parties must agree with the wording etc.
 - If the Approved Provider, Nominated Supervisor or Coordinator decides not to proceed with the investigation after initial enquiries, he or she will give the complainant the reason/s in writing.
- keep appropriate records of the investigation and outcome, and store those records in accordance with our Privacy and Confidentiality Policy. Unsubstantiated complaints against educators/staff may be retained on file if the person has been given the opportunity to record a comment on the documentation
- monitor ongoing behaviour and provide support as required
- ensure the parties are protected from victimisation
- offer external review by a Tribunal or alternate organisation where employees, visitors and volunteers are unhappy with the outcome of the grievance procedure. Workplace bullying matters may be referred to the Fair Work Commission which can direct employers to take specific actions against workplace bullies or the Work Health and Safety (WHS) Regulator which may investigate whether WHS duties have been contravened
- request feedback on the grievance process using a questionnaire
- track complaints to identify recurring issues within the Service.

Policy and Procedure Manual

Privacy and Confidentiality

Where possible and safe to do so, the identity of the complainant will be kept confidential as will the identity of any employee or volunteer who is subject to a complaint. Where it's not possible to properly investigate a complaint without identifying the complainant, the Approved Provider, Nominated Supervisor or Coordinator will advise the complainant of this and will not proceed if the complainant does not wish to be identified *unless not investigating the complaint may pose a serious risk to the safety or wellbeing of children or adults at the Service, or a resolution to the complaint is necessary to ensure an effective and harmonious working environment.*

Likewise, the identity of any employee or volunteer who is the subject of a complaint will not be revealed *unless this is absolutely necessary to properly investigate the complaint, or to ensure a safe, harmonious environment for adults and children at the service.* Where complaints are made against employees or volunteers, the Nominated Supervisor or Coordinator will provide support which is appropriate in the circumstances.

Outcomes may include:

- an apology and a commitment that certain behaviour will not be repeated (monitoring this over time)
- education and training in relevant laws, policies or procedures (eg bullying awareness, leadership skills)
- assistance in locating relevant counselling services
- disciplinary procedures including a verbal or written warning, termination of employment or transfer to a different position at the Service
- ensuring any inequality or inequity is remedied
- providing closer supervision
- modifying Service policies and procedures
- developing new policies and procedures.

Outcomes will take into consideration relevant industrial relations principles and guidelines and make provision for procedural fairness. The Approved Provider, Nominated Supervisor or Coordinator will consider:

- the number of complaints (or breaches)
- the opportunities given to adhere to a policy or procedure and/or change behaviour.
- the opportunities given to respond to the allegations.
- the seriousness of the complaint (or breach), and whether it impacted the safety and welfare of other employees, volunteers or visitors.
- whether a policy, procedure or complaint is reasonable.



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Complaints that must be notified to Regulatory Authority

The Approved Provider, Nominated Supervisor or Coordinator will notify the regulatory authority through the online NQA ITS:

- within 24 hours of any complaints alleging that a serious incident has occurred or is occurring while a child was or is at the service
- within 24 hours of any complaints that the National Law has been breached
- within 7 days of any allegation that physical or sexual abuse of a child has occurred or is occurring while the child is at the service.

Sources

Education and Care Services National Regulations

National Quality Standard

My Time Our Place

Dealing with Employee Work-related Concerns and Grievances Policy and Guidelines: NSW DPC

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

Health & Hygiene Policy

NQS

| | | |
|-----|-------|---|
| QA2 | 2.1.1 | Wellbeing and comfort - Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. |
| | 2.1.2 | Health practices and procedures - Effective illness and injury management and hygiene practices are promoted and implemented. |
| | 2.2.1 | Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |

National Regulations

| | | |
|------|-----|---|
| Regs | 77 | Health, hygiene and safe food practices |
| | 78 | Food and beverages |
| | 79 | Service providing food and beverages |
| | 80 | Weekly menu |
| | 109 | Toilet and hygiene facilities |

My Time, Our Place

| | |
|-----|--|
| LO3 | Children become strong in their social and emotional wellbeing. |
| | Children take increasing responsibility for their own health and physical wellbeing. |

Aim

Jannali Before & After School Care aims to promote and protect the health, safety and wellbeing of all of children, educators and families using procedures and policies to maintain high standards of hygiene and provide safe food to children. We also aim to reduce the risk of infectious diseases and illnesses spreading and following appropriate OHS/WHS standards. A holistic and consistent approach to health and hygiene across the service will help to effectively meet this aim.

Related Policies

Inclusion Policy
Enrolment & Orientation Policy
Nutrition and Food Safety Policy
Dealing with Infectious Diseases Policy
Incident, Injury, Trauma, Illness Policy
Dealing with Medical Conditions Policy
Administration of Authorised Medication Policy
Physical Activity Policy
Interactions with Children Policy

Implementation

The Nominated Supervisor, Coordinator or Responsible Person must implement adequate health and hygiene practices.

(a) Hygiene practices.

(b) Safe and hygienic storage, handling and preparation of all food and drinks, including foods and drinks provided by the child's home.

(c) Working with children to support the promotion of hygiene practices, including hand washing, coughing, dental hygiene and ear care.

(d) Toileting and cleaning of equipment.

Children will be grouped in a way that allows educators to maintain a hygienic environment for individuals at the service.

In any instances where children display any signs of illness or injury, educators will refer to the Management of Incident, Injury, Trauma and Illness Policy and Incident, Injury, Trauma and Illness Record.

We will work with each child to promote health and safety issues, encourage effective hygiene, food safety and dental care, and maintain a healthy environment that is safe for each child. Regular discussions between educators and children will be integrated throughout the program at appropriate intervals.

Information on health, hygiene, safe food and dental care principles and practices will be displayed in the centre.

The service is a smoke free zone. Educators or visitors must not smoke in or around the building, in the school premises, or in the sight of the children

Equipment and Environment

The service will implement regular schedules for washing children's toys and equipment using warm

Policy and Procedure Manual

water and soap and drying in the sun. We will rotate toys to allow for washing, clean books by wiping with moist cloth and drying, and clean storage areas regularly.

Surfaces will be cleaned after each activity and all surfaces cleaned thoroughly daily. Areas contaminated with body fluids will be disinfected after washing.

Hand Washing Procedure

Liquid soap will be provided for all individuals to wash their hands and we will ensure any allergies to soap are identified using the Enrolment Form and catered for appropriately. Along with this, the service will provide paper towel for people to dry their hands.

All individuals should wash or sanitise their hands:

- Upon arrival to reduce the introduction of germs.
- Before handling food.
- After handling food.
- After doing any dirty tasks such as cleaning.
- After removing gloves.
- After going to the toilet.
- After giving first aid.
- Before and after giving each child medication. If giving medication to more than one child between each child.
- Before going home to prevent taking germs home.

Below are instructions on how to effectively wash hands. All individuals are to follow this procedure and it should be displayed above every sink.

- Wash hands using running water and soap.
- Rub hands vigorously.
- Wash hands all over ensuring that the back of the hands, wrists, between fingers and under the fingernails are cleaned.
- Rinse hands thoroughly.
- Turn off the tap using a clean piece of paper towel.

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- Dry hands thoroughly with clean towel/paper towel of an automatic dryer.
- This should take about as long as singing “Happy Birthday” twice.

Hygienic Toileting Procedure

Additionally, the service will follow hygienic toileting practices at all times using the following procedure -

- The service will ensure that toilets and hand washing facilities are easily accessible to children and meet the children’s needs for privacy.
- Children will be encouraged to flush toilets and wash hands or hand sanitise after use

If the child has soiled or wet their clothing:

- Remove any wet/soiled clothing and seal in a bag for washing. It must be double-bagged.
- Clean and dry the child.
- Remove your gloves and wash hands, do not touch the child’s clean clothing.
- Put on new gloves and dress the child, wash and dry the child’s hands. Have them leave the bathroom.
- Clean any spills following procedure for cleaning spills of body fluids.
- Remove and dispose of gloves, wash and dry your hands or use hand sanitiser

Spills

Educators and staff will use a spill kit to immediately clean up spills of blood, urine, vomit and faeces.

Spill kits will contain:

- disposable gloves
- paper towel
- disposable cloths or sponge
- detergent
- disposable scraper and pan to scoop
- bleach solutions which will be prepared to manufacturer’s instructions daily. Any bleach solution which is not used after 24 hours will be discarded.

Blood

To clean up a spot of blood educators and staff will:

- wear gloves
- wipe up blood immediately with a damp cloth, tissue or paper towel
- place the cloth, tissue or paper towel in a plastic bag, seal and put in the rubbish bin

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- remove gloves and put them in the rubbish bin
- wash surface with detergent and warm water
- disinfect the surface after cleaning it with detergent and warm water if the spill is known or suspected to be infectious
- wash hands with soap and water, or use hand sanitiser

To clean up a small blood spill educators and staff will:

- wear gloves
- place paper towel over the spill and allow the blood to soak in
- carefully lift the paper towel and place it in a plastic bag, seal and put in the rubbish bin
- remove gloves and put them in the rubbish bin
- clean the area with warm water and detergent using a disposable cloth or sponge and place the cloth in the rubbish bin
- wipe the area with diluted bleach and allow to dry
- wash hands with soap and water or use hand sanitiser

To clean up a large blood spill educators will:

- wear gloves
- cover the area with an absorbent agent (eg sand) and allow the blood to soak in
- use a disposable scraper and pan to scoop up the absorbent material and any unabsorbed blood or body fluids
- place the absorbent agent, the scraper and the pan into a plastic bag or alternative, seal and put in the rubbish bin
- remove gloves and put them in the rubbish bin
- mop the area with warm water and detergent and wash the mop after use
- wipe the area with diluted bleach and allow to dry
- wash hands with soap and water or use hand sanitiser

Faeces, vomit and urine

To clean up faeces, vomit and urine, educators and staff will:

- wear gloves
- place paper towel over the spill and allow the spill to soak in
- carefully remove the paper towel and any solid matter, place in a plastic bag, seal and put in the rubbish bin
- clean the surface with warm water and detergent, and allow to dry
- disinfect the surface after cleaning it with detergent and warm water if the spill is known or suspected to be infectious (eg diarrhoea or vomit from a child with gastroenteritis)
- wash hands thoroughly with soap and warm running water or use hand sanitiser

Nasal discharge

When cleaning children's noses, educators and staff will:

Policy and Procedure Manual

- wash or sanitise hands after every nose wipe or use an alcohol base hand sanitiser to clean hands. If wearing gloves, educators and staff will do this after removing gloves
- dispose of dirty tissues immediately.

Dental Hygiene and Care

- Educators should actively seek to be positive role models for children and families in attendance at the service.
- Educators form positive relationships with family members and children to discuss and encourage good dental health practices and ensure the continuity of care of each child. Information should be made available to family members and educators in their home language.
- The service integrates educative information and guidelines on good dental health practices into the daily routine. This should include information on tooth brushing, tooth friendly snacks and drinks and going to the dentist and/or dental health professionals.
- The service will actively encourage good dental health practices including eating and drinking habits, tooth brushing and going to the dentist and/or dental health professionals.
- Children will be encouraged to drink water to quench their thirst and remain hydrated.
- Children will be encouraged to rinse their mouths with water to remove food debris after every meal or snack.
- Family members should be informed without undue delay any incident or suspected injury or issue with their child's dental health which may include teeth and gums, gum swelling, infection in the mouth, or problems, pain or discomfort the child has with chewing, eating or swallowing food or drink.
- Educators will be aware of dental first aid and receive appropriate professional development opportunities where appropriate.

Dental Accidents

If a dental accident occurs at the service, the following will occur:

For younger children:

- The accident will be managed as an emergency. Injury forms will be completed.
- The tooth will not be reinserted into the socket, but gently rinsed in clean water or clean milk to remove any blood and will be placed in a clean container or wrapped in cling wrap to give to the child's parent or dentist.
- Seek dental advice as soon as possible and ensure staff or the parent takes the tooth/tooth fragment to the dentist with the child.

For older children or adults:

- The accident will be managed as an emergency. Injury forms will be completed.

Policy and Procedure Manual

- Gently rinse the tooth fragments in clean milk or clean water for a few seconds to remove excess dirt and blood.
- Handle the tooth by its crown (the white enamel top part of the tooth), not its root and be careful not to rub off the endothelial fragments on the root of the tooth as these are needed for the tooth to take if replaced by the dentist.
- In an adult or older child who can be relied on not to swallow their tooth, it is preferable to replace the tooth back into the socket. (Be certain that the tooth is placed into the socket the correct way round, in its original position, using the other teeth next to it as a guide).
- Hold the tooth in place by gently biting on a clean handkerchief or gauze pad.
- If unable to reinsert the tooth, get the casualty to hold the tooth inside the mouth next to the cheek or place the tooth in clean milk, sterile saline, or clean water. Place a firm pad of gauze over the socket and have the casualty bite gently on the gauze.
- Seek dental advice as soon as possible and ensure you or the family takes the child to the dentist with the tooth/tooth fragments within 30 minutes, as the root endothelial layer begins to deteriorate after 30 minutes.
- If the tooth has been in contact with dirt or soil, advise the family that tetanus prophylaxis may be required and advise them to consult with both their dentist and doctor.



Policy and Procedure Manual

Sources

Education and Care Services National Regulations 2011
My Time, Our Place Framework for School Age Care
National Quality Standard
Food Standards Australia New Zealand
Safe Food Australia, 2nd Edition. January 2001
NSW Health
NSW Food Authority
Caring for Children- Food, Nutrition and Learning Experiences 2014
Australian Guide to Healthy Eating
Australian Dietary Guidelines 2013
Infant Feeding Guidelines 2012
Staying Healthy Preventing Infectious Diseases in ECEC services (5th Edition) NHMRC
Food Safety Standards for Australia 2001
Food Standards Australia and New Zealand Act 1991
Food Standards Australia New Zealand Regulations 1994
Food Act 2003
Food Regulation 2004
Work Health and Safety Act 2011
Work Health and Safety Regulations 2011
Dental Association Australia

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

Incident, Injury, Trauma and Illness Policy

NQS

| | | |
|-----|-------|---|
| QA2 | 2.1.2 | Health practices and procedures - Effective illness and injury management and hygiene practices are promoted and implemented. |
| | 2.2.2 | Incident and emergency management - Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. |

National Law

| | | |
|---------|-----|---|
| Section | 174 | Offence to fail to notify certain information to Regulatory Authority |
|---------|-----|---|

National Regulations

| | | |
|------|-----|---|
| Regs | 12 | Meaning of serious incident |
| | 85 | Incident, injury, trauma and illness policies and procedures |
| | 86 | Notification to parents of incident, injury, trauma and illness |
| | 87 | Incident, injury, trauma and illness record |
| | 88 | Infectious diseases |
| | 89 | First aid kits |
| | 97 | Emergency and evacuation procedures |
| | 161 | Authorisations to be kept in enrolment record |
| | 162 | Health information to be kept in enrolment record |
| | 168 | Education and care service must have policies and procedures |
| | 175 | Prescribed information to be notified to Regulatory Authority |
| | 176 | Time to notify certain information to Regulatory Authority |

Aim

Jannali Before and After School Care aims to ensure the safety and wellbeing of educators, children and visitors, within the service and on excursions, through proper care and attention in the event of an incident, injury, illness or trauma. The service will make every attempt to ensure sound management of the event to prevent any worsening of the situation and complete reports on each event that will be signed by the family of the child involved. Family members or emergency contacts will be informed immediately where the incident, injury, illness or trauma is deemed serious and be reported to the NSW Regulatory Authority as per the National Law and Regulations.

Related Policies

Death of a Child Policy
Administration of First Aid Policy
Emergency Management and Evacuation Policy
Enrolment & Orientation Policy
Grievance Policy
Infectious Diseases Policy
Medical Conditions Policy
Administration of Authorised Medication Policy

Implementation

This policy and related policies and procedures at the service will be followed by the Approved Provider, Nominated Supervisor, Coordinator, educators and volunteers at the service in the event that a child -

- (a) is injured or
- (b) becomes ill or
- (c) suffers a trauma or
- (d) is involved in an incident at the service

The Approved Provider, Nominated Supervisor or Responsible Person will ensure that:

- a parent of a child is notified as soon as possible, preferably on the same day, and no later than 24 hours of the injury, illness, trauma or incident
- an Incident, Injury, Trauma and Illness Record is completed without delay
- at least one first aid qualified educator (with asthma and anaphylaxis training) is present at all times at the service
- first aid qualifications (including anaphylaxis and asthma management training) are current and updated at least every 3 years
- first aid qualified employees receive CPR refresher training annually
- first aid qualified educators never exceed their qualifications and competence when administering first aid

The Nominated Supervisor or Coordinator will also diarise to ensure the contents of first aid kits and their location are reviewed at least annually and after every use. Audits will ensure each Kit has the required quantities, items are within their expiry dates and sterile products are sealed.

Consideration will also be given to whether the contents suit the injuries that have occurred, based on the incident, injury, trauma and illness records and action taken to obtain additional resources if required.

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During the induction process for new educators and staff the Nominated Supervisor or delegated staff member will:

- advise which (other) educators and staff have first aid qualifications
- the location of the first aid kit(s)
- obtain information about any medical needs the new employee may have that could require specialist first aid during an incident or medical emergency. This information will only be shared with the employee's consent or in order to meet our duty of care to the employee.

The Nominated Supervisor or Coordinator will review the following matters in consultation with employees (eg at staff meetings) where appropriate, at least annually or when there are staff changes:

- the first aid procedure
- the location of our first aid kit(s)
- the nature of incidents occurring at the service

If children are injured or become ill at the service, educators or staff members will request parents or authorised nominees to collect children as soon as possible.

We will display staff qualifications, in a prominent position where they can be easily viewed by families and team members.

We will also display appropriate first aid signage (eg CPR posters) in prominent locations.

Enrolment Information

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

Illness

- Families are advised upon enrolment and in regular reminders not to bring sick children to the service and to arrange prompt collection of children who are unwell.
- Where a child takes ill at the service, all care and consideration will be given to comfort the child and minimise the risk of cross infection until the child is collected by the family/emergency contact.
- A child or adult will be considered sick if he/she:
 - Sleeps at unusual times, is lethargic.
 - Has a fever over 38^o.

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- Is crying constantly from discomfort.
 - Vomits or has diarrhoea.
 - Is in need of constant one to one care.
 - Has symptoms of an infectious disease.
- If a child is unwell at home, the family is not permitted to bring the child to the service. Children who appear unwell when being signed in by their parent/ guardian will not be permitted to be left at the service.
 - If a child becomes ill whilst at the service, the parents will be contacted to take the child home. Where the family is unavailable, emergency contacts will be called to ensure the child is removed from the service promptly.
 - The child who is ill will be comforted, cared for and placed in a quiet isolated area with adult supervision until the child's family or other authorised adult takes them home.
 - During a fever, natural methods will be employed to bring the child's temperature down until the family arrives or help is sought. Such methods include removing clothing as required, clear fluids given, tepid sponges administered.
 - If a child's temperature is very high, cannot be brought down and their family cannot be contacted, the child's enrolment record will be checked for permission to give paracetamol. If the situation becomes serious, an ambulance will be called.
 - If a staff member becomes ill or develops symptoms at the centre they can return home if able or the Coordinator/Responsible Person will organise for someone to take them home.
 - The Coordinator or Responsible Person will organise a suitable staff replacement as soon as possible.

Administration of First Aid

If there is an accident, illness or injury requiring first aid an educator with a current first aid qualification will:

- assess any further danger to the child, other children and any adults present and take steps to remove or mitigate the danger
- respond to the injury, illness or trauma needs of the child or adult in accordance with their current first aid, asthma and anaphylaxis training, and in accordance with the child's medical management plan and risk minimisation plan if relevant . As part of first aid response educator may if required:
 - call an ambulance (or ask another staff member to call and co-ordinate the ambulance). The Nominated Supervisor, Responsible Person or a familiar educator will accompany the child in the ambulance if parents/guardians are going directly to the hospital
 - notify a parent or authorised nominee that the child requires medical attention from a medical practitioner
 - contact a parent or authorised nominee to collect the child from the service if required as soon as possible



Policy and Procedure Manual

- notify the Approved Provider (when required), Nominated Supervisor and parents of the incident, illness or injury the same day that it occurs
- complete an Incident, Injury, Trauma and Illness Record without delay

The Nominated Supervisor and educators will supervise and care for children in the vicinity of the incident, illness or injury as appropriate.

****Refer to Administration of First Aid Policy for full details****

First Aid Kit Guidelines

First aid kits will be easily recognised and readily available where children are present at the service and during excursions. They will be suitably equipped having regard to the hazards at the service, past and potential injuries and size and location of the service.

We will use the checklist in Safe Work Australia First Aid in the Workplace Code of Practice as a guide on what to include in our first aid kits, and tailor the contents as necessary to meet our service needs.

We will display a well recognised, first aid sign which complies with AS 1319:1994 – Safety Signs for the Occupational Environment to assist in easily locating first aid kits.

Any First Aid kit at the service must -

- not be locked
- not contain paracetamol (Panadol)
- have sufficient first aid resources for the number of employees and children
- have appropriate first aid resources for the immediate treatment of injuries at the service (including asthma and anaphylaxis)
- easily be accessible and located where there is a risk of injury occurring if relevant
- be provided in the centre mini bus
- be taken on excursions
- be constructed of resistant material, dustproof (can be sealed) and large enough to adequately store the required contents
- have a white cross on a green background with the words 'First Aid' prominently displayed on the outside
- contain a list of contents
- be maintained in proper condition and the contents replenished as necessary

Notification of serious incidents

The Approved Provider or Nominated Supervisor will notify the Regulatory Authority through the online NQAITS within 24 hours of any serious incident at our service (s. 174). If our service only becomes aware that the incident was serious afterwards, we will notify the Regulatory Authority within 24 hours of becoming aware that the incident was serious.

Serious incidents include:

- the death of a child at the service or following an incident at the Service
- any incident involving a serious injury or trauma to a child at the service which a reasonable person would say required urgent attention from a medical practitioner, or the child attended or should have attended a hospital eg broken limb
- any incident involving serious illness of a child at the service where the child attended, or should have attended, a hospital eg severe asthma attack, seizure or anaphylaxis.
- any emergency where emergency services attended ie there was an imminent or severe risk to the health, safety or wellbeing of a person at the service. It does not include incidents where emergency services attended as a precaution
- a child is missing or cannot be accounted for at the service
- a child has been taken from the service by someone not authorised to do this
- a child is mistakenly locked in or locked out of the service .

A serious injury, illness or trauma includes:

- | | |
|--|--|
| • amputation | • epileptic seizures |
| • anaphylactic reaction requiring urgent | • head injuries |
| • asthma requiring urgent hospitalisation | • measles |
| • Broken bone/fractures | • meningococcal infection |
| • bronchiolitis | • sexual assault |
| • burns | • witnessing violence or a frightening event |
| • diarrhoea requiring urgent hospitalisation | |

Notification of serious complaints and circumstances

The Approved Provider or Nominated Supervisor will notify the regulatory authority through the online NQA ITS:

- within 24 hours of any complaints alleging that a serious incident has occurred or is occurring while a child was or is at the service
- within 24 hours of any complaints that the National Law or Regulations have been breached
- within 7 days of any circumstances arising at the Service that pose a risk to the health, safety and wellbeing of a child

Policy and Procedure Manual

- within 7 days of any incident, complaint or allegation that physical or sexual abuse of a child has occurred or is occurring while the child is at the service
- within 24 hours of any children being educated and care for in an emergency, including where there is a child protection order or the parent needs urgent health care. Emergency care can be no longer than two consecutive days of operation. The Approved Provider or Nominated Supervisor will consider the safety, health and wellbeing of all children at the service before accepting the additional child/children, and will advise the regulatory authority about the emergency
- within 24 hours of any incidents that require the Service to close or reduce attendance.

Notification of Work Health and Safety incidents

Serious injury or illness is a “notifiable incident” under the work, health and safety legislation.

Serious injury or illness means a person requires:

- immediate treatment as an in-patient in a hospital or
- immediate treatment for:
 - the amputation of any part of the body
 - a serious head injury
 - a serious eye injury
 - a serious burn
 - the separation of skin from an underlying tissue (such as degloving or scalping)
 - a spinal injury
 - the loss of a bodily function
 - serious lacerations or
- medical treatment within 48 hours of exposure to a substance.

A serious illness includes any infection which the carrying out of work contributed to significantly, example an infection that can be linked to providing treatment to a person or coming into contact with human blood or body substances.

A dangerous incident is also notifiable under the legislation and includes:

- an uncontrolled escape, spillage or leakage of a substance
- an uncontrolled implosion, explosion or fire
- an uncontrolled escape of gas or steam
- an uncontrolled escape of a pressurised substance
- electric shock
- the fall or release from a height of any plant, substance or thing
- the collapse, overturning, failure or malfunction of, or damage to, any plant that is required to be authorised for use under regulations
- the collapse or partial collapse of a structure
- the collapse or failure of an excavation or of any shoring supporting an excavation
- the inrush of water, mud or gas in workings, in an underground excavation or tunnel.



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The Approved Provider or Nominated Supervisor will notify WorkCover by telephone or in writing as soon as possible after the injury, illness or incident. Records of the incident must be kept for at least 5 years from the date that the incident is notified. The Approved Provide or Nominated Supervisor must ensure the site where the incident occurred is left undisturbed as much as possible until an inspector arrives or as directed by WorkCover.

Sources

Education and Care Services National Regulations 2011

National Quality Standard

Work Health and Safety Act 2011


Work Health & Safety Regulation 2011

Safe Work Australia Legislative Fact Sheets First Aiders

Safe Work Australia First Aid in the Workplace Code of Practice

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

| | |
|---|---|
| <h2 style="margin: 0;">Incident, Injury, Trauma and Illness Record</h2> <p style="color: red; font-weight: bold; text-decoration: underline;">SAMPLE DOCUMENT</p> |  Team |
| Nominated Supervisor's Name: | Date: |
| Nominated Supervisor's Signature: | |

FORM DECLARATION

By signing this form, I declare that this Record has been completed as soon as practicably possible and no later than 24 hours after any incident, injury, trauma or illness has occurred while the child is being educated and cared for by the service.

Name of Person Completing Form _____
 Signature of Person Completing Form _____
 Time and Date Form Completed _____

PLEASE TRACK ANY ADDITIONAL CHANGES TO THE FORM BY WRITING THE TIME AND DATE NEXT TO ANY AREAS THAT ARE DIFFERENT FROM THE TIME AND DATE LISTED ABOVE. THE SIGNATURE OF THE PARENT AND SIGNATURE OF PERSON MAKING THE CHANGES IS ALSO REQUIRED NEXT TO EACH CHANGE.

Child's full name _____
 DOB and Age in Years/Months _____

Time and Date child subjected to **Trauma or Incident** Occurred or Injury Received

Time and Date of Apparent Onset of **Illness**

Circumstances leading to the **Incident, Injury or Trauma**



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Nature of injury sustained:

Circumstances and symptoms surrounding any **illness** which became apparent

Details of any person who **witnessed** an Incident, Injury, Trauma or Illness

Notifications (including attempted notifications)

Details of people contacted by the service in relation to any accident, injury, trauma or illness

| | Full Name | Time and date | Successfully contacted Y or N |
|----------------------------|-----------|---------------|----------------------------------|
| Parent/Authorised Nominees | | | |
| Supervisor | | | |



Policy and Procedure Manual

| | | | |
|--|--|--|--|
| Regulatory Authority officer (if applicable) | | | |
| Person who made contact | | | |

Details of any action taken by the service in relation to any accident, injury, trauma or illness
 Include the names of any individuals taking action

Details of any medication administered or first aid provided by the service
 Include the names of any individuals administering medication or providing first aid

Time and Date that any Medical Personnel contacted

Name(s) and contact number of any Medical Personnel or Service contacted

Was the child transported by ambulance?

Yes No

If known, details of any medication administered or first aid provided by any Medical Personnel or Service

Did the illness/incident require notification of Health Dpt/other recognised authorities?

Yes No



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If Yes, Please provide details of notification:

Does the illness/incident require the child to be excluded from care?

Yes No

If Yes, please outline the recommended minimum exclusion period: _____

Please note that children requiring an exclusion period will not be allowed to resume their place at the service until a medical certificate is produced stating the child is fit to return.

Were all appropriate and relating policies and procedures followed when dealing with the illness/injury?

Yes No

Name and details of policies and procedures followed

Parent's acknowledgement and comments

| | |
|---|--|
| Parent's Name(s): | |
| I acknowledge I have been notified of my child's incident/injury/trauma/illness. (Please circle) | |
| Parent's Signature(s): | |

Were you satisfied with our treatment of your child's Incident, Injury, Trauma and Illness?

Yes No

Are you satisfied that all policies and procedures at the service have been appropriately followed?

Yes No

Is there any additional information or support you need?



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If you feel our practices could be improved, please outline any suggestions below/any further comments

First Aid Kit Checklist **Sample Document**

Safe Work Australia First Aid in the Workplace Code of Practice

| Item | Quantity | QUANTITY AND EXPIRY DATE MET Yes / No |
|--|----------|--|
| Instructions for providing first aid – including Cardio-Pulmonary Resuscitation (CPR) flow chart | 1 | |
| Note book and pen | 1 | |
| Resuscitation face mask or face shield | 1 | |
| Disposable nitrile examination gloves | 5 pairs | |
| Gauze pieces 7.5 x 7.5 cm, sterile (3 per pack) | 5 packs | |
| Saline (15 ml) 8 | 8 | |
| Wound cleaning wipe (single 1% Cetrimide BP) | 10 | |
| Adhesive dressing strips – plastic or fabric (packet of 50) | 1 | |
| Splinter probes (single use, disposable) | 10 | |
| Tweezers/forceps | 1 | |
| Antiseptic liquid/spray (50 ml) | 1 | |
| Non-adherent wound dressing/pad 5 x 5 cm (small) | 6 | |
| Non-adherent wound dressing/pad 7.5 x 10 cm (medium) | 3 | |
| Non-adherent wound dressing/pad 10 x 10 cm (large) | 1 | |
| Conforming cotton bandage, 5 cm width | 3 | |
| Conforming cotton bandage, 7.5 cm width | 3 | |
| Crepe bandage 10 cm (for serious bleeding and pressure application) | 1 | |
| Scissors | 1 | |
| Non-stretch, hypoallergenic adhesive tape – 2.5 cm wide roll | 1 | |
| Safety pins (packet of 6) | 1 | |
| BPC wound dressings No. 14, medium ¹ | 1 | |
| BPC wound dressings No. 15, large ¹ | 1 | |
| Dressing – Combine Pad 9 x 20 cm | 1 | |
| Plastic bags - clip seal | 1 | |
| Triangular bandage (calico or cotton minimum width 90 cm) | 2 | |
| Emergency rescue blanket (for shock or hypothermia) | 1 | |
| Eye pad (single use) | 4 | |



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| | | |
|---|----------|--|
| Access to 20 minutes of clean running water or (if this is not available) hydro gel(3.5 gm sachets) | 5 | |
| Instant ice pack (e.g. for treatment of soft tissue injuries and some stings). | 1 | |

Inclusion Policy

NQS

| | | |
|-----|-------|---|
| QA3 | 3.2.1 | Inclusive environment - Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. |
| | 3.2.2 | Resources support play-based learning - Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. |
| QA5 | 5.1.1 | Positive educator to child interactions - Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. |
| | 5.1.2 | Dignity and rights of the child - The dignity and rights of every child are maintained. |
| QA6 | 6.2.1 | Transitions - Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities. |
| | 6.2.2 | Access and participation - Effective partnerships support children's access, inclusion and participation in the program. |

National Regulations

| | | |
|------|-----|----------------------------|
| Regs | 155 | Interactions with children |
| | 156 | Relationships in groups |
| | 157 | Access for parents |

MTOP

| | |
|-----|--|
| LO1 | Children feel safe, secure, and supported |
| | Children develop their emerging autonomy, inter-dependence, resilience and sense of agency |
| | Children develop knowledgeable and confident self identities |
| | Children learn to interact in relation to others with care, empathy and respect |

Aim

Jannali Before and After School Care aims to provide an environment that is free from bias and prejudice in which children learn the principles of fairness and respect for the uniqueness of each person.



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Children are encouraged to develop their own sense of identity and educators will facilitate this in a way that embraces the needs and abilities of each child (My Time, Our Place Outcome 1).

Educators will ensure that children become aware of fairness and equity and have opportunities to practice challenging bias in their play (My Time, Our Place Outcome 2).

The service involves the community to assist educators and children to understand and accept the range of cultures and abilities of members of the local community. Differences in backgrounds, culture and abilities are valued and families are actively encouraged to share their experiences with educators and other families and cultural competence in children will be fostered.

The service will ensure that appropriate inclusion support services are accessed and families are referred to them in order to support children's well-being and full access to the program.

Related Policies

Child Protection Policy

Enrolment & Orientation Policy

Interactions with Children Policy

Nutrition & Food Safety Policy

Infectious Diseases Policy

Medical Conditions Policy

Implementation

Statement:

In order to reduce bias and ensure that no child is excluded our service will abide by the following practices:

- Our service will promote and value cultural diversity and equity for all children, families and educators from diverse cultural and linguistic backgrounds;
- Our service will recognise that children and adults from all cultures have similar needs and that each person is unique and valuable;
- Our service will develop a positive self-concept for each child and adult in the group by exploring the cultural backgrounds of each family and child;
- Our service will endeavour to provide a foundation that instills in each child a sense of self identity, dignity and tolerance for all people;
- Our service will increase the knowledge and understanding each child has about his or her own cultural ethnic heritage in partnership with their family, educators and community and other children in the Service;
- Our service will explore family compositions, customs and lifestyles of children and families in many cultures;

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- Our service will assist, in partnership with parents, extended family and the community in exploring their own “roots” as they involve children in the culturally diverse environment of the Service;
- Our service will provide support for fostered or adopted children to develop a sense of heritage and belonging;
- Our service will avoid common stereotypes and recognise individual differences within a cultural or ethnic group;
- Our service will assist wherever possible families who are new to Australia with a transition to a new and different culture.
- Our educators will become aware of their own beliefs, attitudes, cultural backgrounds, their relationship with the larger society and their attitudes to people;
- Our educators will acknowledge that they too have been influenced by their own background prejudices and their points of view;
- Our educators will accept that all children can learn and that differences in lifestyles and languages does not mean ignorance;
- Our educators will broaden their own cultural and ethnic group awareness and help children to understand themselves in relation to their family, community and other cultures;
- Our educators will be actively involved in the development of appropriate resources, support and implement an anti-bias, cross cultural program throughout the Service environment which is reflective of all families/children and the diversity present in Australian society and network with community agencies involved with cross cultural issues wherever possible;
- Our educators will be actively involved with children, showing respect, sharing ideas and experiences and asking questions.
- Our educators will access and make available resources and information supporting the delivery of anti-bias concepts in the program and attend regular training courses as required. Such resources will be integrated into the daily program and be made available to families.
- Our educators will reflect on the service’s philosophy and ensure that practices and attitude concur with the philosophy.
- Our educators will work with families to encourage positive attitudes to diversity and an anti-bias ethos.
- Our educators will ensure that casual workers or visitors to the service are aware of these practices and respect these values.
- Children will be encouraged to become increasingly independent wherever possible and be actively involved with their peers.
- Children will be encouraged to explore with foods from other cultures (eg. have family members from different home cultures come in and cook)
- Our service will encourage children to bring in real objects and artifacts used by their families that may be historical or typical of that child’s/family’s cultural group including food;
- Our service will help children to develop ease with and have a respect for physical, racial, religious and cultural differences.
- Our service will encourage children to develop autonomy, independence, competency, confidence and pride.



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- Our service will provide all children with accurate and appropriate material that provides information about their own and other's disabilities and cultures.
- Our service will not isolate a child for any reason other than illness, accident or a prearranged appointment with parental consent.

Learning Environments

Indoor and outdoor environments and equipment will be designed or adapted to ensure access and participation by every child, including those with additional needs. For example:

- learning materials, resources and equipment (eg books, games, music, role plays, drama) will reflect the positive inclusion of children with additional needs in the local and broader community
- the environment may be adapted to meet the needs of children with sensory sensitivities to pressure, texture, smell, noise or colour

Promoting Each Child's Ability

Educators understand their role is to support each and every child to reach their full potential. Some of the ways educators do this include:

- using the enrolment form to gather information about children with additional needs and encouraging families to update this information throughout the year
- actively seeking information from children, families and the community about their cultural traditions, customs and beliefs and use this information to provide children with a variety of experiences that will enrich the environment within the service.
- Educators will be sensitive and attentive to all children and respect their backgrounds, gender, unique qualities and abilities. The service will ensure that the service environment reflects the lives of the children and families using the service and the cultural diversity of the broader community, and ensure children's individual needs are accommodated at the service.
- Educators will role model appropriate ways to challenge discrimination and prejudice, and actively promote inclusive behaviours in children.
- developing a written individual support plan where appropriate in consultation with families
- encouraging each child to feel a sense of belonging at the service through positive interactions which help each child feel safe and secure and provide the foundation for rich and meaningful learning
- modelling respect for diversity in the community and helping children understand how a diverse population strengthens our communities
- providing accurate and appropriate information about the additional needs of others
- assisting all children to develop autonomy, independence, competency, confidence and pride
- The program will include experiences for the children that are not based on sex role stereotypes.
- Resource materials and equipment used in the service will, as far as possible, be non-stereotyped.

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- encouraging children to develop friendships with each other based on mutual trust and respect
- promoting awareness of cross-cultural and non-discriminatory practices in our curriculum
- developing a curriculum which is based on each child's interests, abilities, culture, experiences and ideas
- encouraging all families to contribute their knowledge and culture to the curriculum
- promoting fairness and equity to all children, and immediately taking action to address any inappropriate/unfair behaviour or exchanges between children
- meeting the verbal and non-verbal communication needs of each child, for example, by using relevant cues, sign language, key words in child's home language and visual displays.
- Educators will create opportunities for children to learn about, develop respect for, and celebrate the diversity that exists in the service and in the broader community by:
 - Encouraging all families, children and other educators to share their experiences, skills, cultures and beliefs;
 - Inviting community members to the service to share their stories, songs, experiences, skills, cultures and beliefs;
 - Accessing and using a range of resources (including multi-cultural and multi-lingual resources) that reflect the diversity of children and families in the service and in the broader community.

Educator recruitment and professional development

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

Inclusion Support Agencies

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



Policy and Procedure Manual

Sources

Education and Care Services National Law and Regulations

National Quality Standard

My Time Our Place

Inclusion Support Programme Guidelines: Federal Government

Guide to Social Security Law, 1.1.R.90 Recognised disability CA (child) Department of Social Services

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

Infectious Diseases Policy

NQS

| | | |
|-----|-------|---|
| QA2 | 2.1.2 | Health practices and procedures - Effective illness and injury management and hygiene practices are promoted and implemented. |
|-----|-------|---|

National Regulations

| | | |
|------|-----|---|
| Reqs | 77 | Health, hygiene and safe food practices |
| | 85 | Incident, injury, trauma and illness policies and procedures |
| | 86 | Notification to parents of incident, injury, trauma and illness |
| | 87 | Incident, injury, trauma and illness record |
| | 88 | Infectious diseases |
| | 90 | Medical conditions policy |
| | 162 | Health information to be kept in enrolment record |

Aim

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

Related Policies

Governance and Management Policy
 Staffing Arrangements Policy
 Enrolment & Orientation Policy
 Nutrition & Food Safety Policy
 Health & Hygiene Policy
 Incident, Injury, Trauma and Illness Policy
 Administration of Authorised Medication Policy
 Medical Conditions Policy
 Confidentiality Policy

Who is affected by this policy?

Child
Parents
Family
Educators
Management
Visitors
Volunteers

Implementation

The Nominated Supervisor, Coordinator and Educators will:

- minimise the spread of potential infectious diseases between children by excluding children who may have an infectious disease or are too ill to attend the service and facilitating the prevention and effective management of acute illness in children
- notify the local public health authority when required of notifiable disease within 24 hours
- use the attached Recommended Minimum Periods of Exclusion to exclude children with infectious diseases and inform parents of exclusion and non-exclusion periods

Educators will also advise the Nominated Supervisor or Coordinator as soon as they believe they have an infectious disease and are unable to care for children

Prevention

Children might be brought to care with symptoms or signs of illness or while in care suddenly develop an illness that has not been diagnosed by a doctor, and that might be potentially infectious or potentially life-threatening for the child. Symptoms may not clearly fit those listed in exclusion diseases making it difficult for educators to decide whether to accept or exclude the child.

- **Children who appear unwell when being signed in by their family will not be permitted to be left at the service.**
- **If educators suspect a child may have an infectious disease, they will exclude the child until they receive a medical certificate stating the child is not contagious and is okay to attend the Service.**
- Hand hygiene will be practised by all educators and children upon entering the service, before preparing or eating food and after all dirty tasks such as toileting, cleaning up any items, wiping a nose, before and after administering first aid, playing outside or handling an animal. In addition, educators will wash their hands before leaving the service.
- Parents must advise educators on arrival verbally or in writing of any symptoms requiring administration of medication to their child in the past 48 hours and the cause of the symptoms if known. This advice must be provided the first time the child attends after the medication has been administered.
- The service will be cleaned daily and rosters maintained as evidence of the cleaning tasks being undertaken.
- All toilets, hand basins and kitchen facilities used by the service will be cleaned and

Policy and Procedure Manual

disinfected daily. General surfaces will be cleaned with detergent after each activity and at the end of the day and all contaminated surfaces will be disinfected.

- Toys will be washed, cleaned and disinfected on a regular basis with material items such as dress ups and cushion covers laundered as required but a minimum of quarterly.
- Educators will maintain and model appropriate hygiene practices and encourage the children to adopt effective hygiene practices. As part of children taking increasing responsibility for their own health and physical wellbeing, educators should acknowledge children who are modelling hygiene practices.
- Informal education in proper hygiene practices will be conducted on a regular basis, either individually or as a group through conversations, planned experiences, inclusion in service routines and reminders. Health and hygiene practices will be highlighted to parents, and where appropriate information sheets or posters will be used by educators to support these practices.

Management

Many illnesses, while not fitting exclusion criteria, can transmit disease to other children in care, and can make a child too ill to participate in normal activities. All children who are unwell should not attend the Service and educators will ask parents of children who are unwell to collect the child from the service or to make alternative arrangements for their child's care.

The Nominated Supervisor or Coordinator will:

- assist educators in making notification to public health authorities
- organise a pool of regular relief educators to cover educators who are ill and unable to care for children
- request a medical certificate from educators who have been ill stating they are not contagious and are okay to return to work

If an infectious disease arises, the service educators will respond to any symptoms in the following manner -

- Isolate the child from other children
- Ensure the child is comfortable and appropriately supervised
- Contact the child's parents or nominated emergency contact (if the child's parents are unavailable we will contact authorised nominees) and ask them to pick the child up as quickly as possible.
- Any person picking the child up from the service must be able to show identification if unknown to the educator
- Ensure all linen, towels and clothing which has been used by the child are washed separately and if possible air dried in the sun
- Ensure all toys used by the child are disinfected
- Ensure all eating utensils used by the child are separated and sterilised.
- Inform all families of the presence of an infectious disease verbally and by placing a notice at the sign in/out area. The child's name will not be revealed
- Ensure confidentiality of any personal or health related information related to any child or family

Fevers

Unwell children include those with fevers. Fevers refer to temperatures above 38°C, and are usually a sign of infection (eg virus). When children develop a fever at the service, educators and staff will:

- contact parents and ask them to collect the child unless we have written advice from a medical practitioner that the fever is not caused by an infectious disease
- administer first aid if required in line with service procedures. This may include calling an ambulance.
- if the child is distressed, bathe their face in lukewarm water, and administer paracetamol if parents have given written permission and administration is consistent with the Administration of Authorised Medication Policy
- offer water to the child and ensure they are not overdressed and their clothing is comfortable
- monitor the child's behaviour, alertness and any other symptoms that could indicate serious infection including rash, stiffness, vomiting, coughing or convulsions.

Infectious Diseases requiring Notification to the local Public Health Unit

The Nominated Supervisor or Coordinator will notify the local Public Health Unit by telephone as soon as possible (and within 24 hours) after becoming aware that a child has one of the following vaccine preventable diseases or has come into contact with someone that has the illness and will comply with any direction:

- Diphtheria
- Haemophilus influenza type b
- Measles
- Mumps
- Meningococcal disease
- Pertussis (whooping cough)
- Coronavirus
- Poliomyelitis
- Rubella (German measles")
- Tetanus

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They will also report a gastroenteritis outbreak to the local Public Health Unit. Gastro outbreaks occur when 2 or more people (children or staff) have sudden onset of vomiting or diarrhoea in a 2 day period. Contact details are available by ringing 1300 066 055 or online at <http://www.health.nsw.gov.au/Infectious/pages/phus.aspx>

MANAGEMENT OF HIV/AIDS/HEP B AND C

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

Management of COVID-19 (Coronavirus)

Due to the constantly changing nature of COVID-19, educators will refer to the current health advice and health orders from NSW Health and NSW Department of Education and follow all isolation and testing requirements for Early Childhood Education settings.

Sources

Education and Care Services National Law and Regulations 201

National Quality Standard

Department of Health and Aging, National Immunisation Program Schedule

NHMRC. Staying Healthy -Preventing Infectious Diseases in Early Childhood Education and Care Services 5th edition Work Health and Safety Act 2011

Work Health and Safety Regulation 2011

Public Health Act 2010

Public Health Regulation 2012

NSW Health

Gastroenteritis – controlling viral outbreaks in childcare centres and schools NSW Health

Gastroenteritis in an institution Control Guideline for Public health Units NSW Health

Gastro Pack for Child Care Centres NSW Health

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

Interactions with Children Policy

NQS

| | | |
|-----|-------|---|
| QA5 | 5.1.1 | Positive educator to child interactions - Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. |
| | 5.1.2 | Dignity and rights of the child - The dignity and rights of every child are maintained. |
| | 5.2.1 | Collaborative learning - Children are supported to collaborate, learn from and help each other. |
| | 5.2.2 | Self-regulation - Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. |

National Regulations

| | | |
|------|-----|----------------------------|
| Regs | 155 | Interactions with children |
| | 156 | Relationships in groups |

My Time, Our Place

| | |
|-----|--|
| LO1 | Children feel safe, secure, and supported. |
| | Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. |
| | Children develop knowledgeable and confident self identities. |
| | Children learn to interact in relation to others with care, empathy and respect. |
| LO2 | Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation. |
| | Children respond to diversity with respect. |
| | Children become aware of fairness. |
| | Children become socially responsible and show respect for the environment. |

Aim

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

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

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

Related Policies

Inclusion Policy
Enrolment and Orientation Policy
Physical Activity Policy

Procedure

Interactions with Children

Our Service's statement of philosophy will guide our interactions with children.

In order to maintain positive interactions with children our service and educators will maintain the following:

- Our service will provide a relaxed and happy atmosphere for the children.
- Maintain a positive attitude in all interactions with children.
- Our service will ensure mealtimes are relaxed and unhurried and educators take the time to sit and talk with children.
- Our educators will encourage children to initiate conversations about their experiences inside and outside the service as well as what is happening around them, express their ideas and feelings, share humour with the nominated supervisor, educators, coordinators and educators and seek assistance as they take on new challenges and try to do things for themselves.
- Our educators and coordinators will respond sensitively and appropriately to children's efforts to communicate and engage them in sustained conversations about their interests in a positive manner.
- Our educators will engage in two way communication with children. That is, encourage children to have their own opinions, ideas and comments. Educators should support children with this and let them know that their ideas are valued.
- Ensure children understand what is being communicated to them during interactions and allow them time to question or respond.

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- Our routines, as well as planned and spontaneous experiences will be organised to maximise opportunity for meaningful conversations between children and educators and the service will ensure that all children have equal opportunity to engage in one to one and small group conversations with educators.
- Our statement of philosophy and policy on interactions with children will be visible.
- Our educators will participate in children's play using children's cues to guide their level and type of involvement while always maintaining a positive approach when responding to children and offering assistance.
- Our educators will take into account our children's needs for independence and will enable them to spend a large amount of time with their peers, provide leadership opportunities and allow them to be involved in decision making processes.
- Our educators will model reasoning, prediction and reflection processes and language.
- Our educators will collaborate with children about routines and experiences.
- Our educators will use techniques such as sign language and other resources and tools to support children with additional needs.
- Organise environments and spaces that promote small and large group interactions and meaningful play and leisure.
- Our educators will use their interactions with children to support the maintenance of home languages and learning English as an additional language.
- Our educators and coordinators will use information from their observations of interactions with children to extend the children's thinking and learning.
- Collaborate with children to develop a set of rules or boundaries to guide their behaviour in the service and discuss clear expectations and consequences of inappropriate behaviours.
- Collaborate with family members and schools regarding appropriate behaviour management practices to ensure there is a consistent approach.
- Access professional development and resources related to positive behaviour management and include this in professional development planning.
- Assist children in developing self-discipline skills and regulating their own behaviours by using simple conflict resolution skills, building self-reliance and self-esteem, role modelling and positive direction.
- Our nominated supervisor and educators will learn more about the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families using the service.
- Our educators will allow time to talk to parents about their children. This allows educators to gain insight into their home life.
- Our service will implement strategies to assist all children to develop a sense of belonging and confidence through positive interactions between the children and educators.
- Our service's roster will be planned in a way that promotes continuity for children.
- Our service will gather information from families in the enrolment form in order to be able to provide support for children during transition times to or from home and or school.

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- When children have special needs our service will consult with other professionals or support agencies that work with children to gather information that will guide our interactions with these children. This information will be recorded in the child's file.
- Our service's approach to equity and inclusion will be documented in our statement of philosophy.
- Our service will ensure that educators document the knowledge gained about children, through their interactions, in the child's file for reference for other educators and will continually review the experiences that are planned for children in light of this information.
- Ensure that appropriate physical contact is maintained in regards to comforting children, application of first aid, safety provisions such as holding hands and maintaining respectful bodily space.
- Maintain defined boundaries in regards to appropriate behaviour with children and engagement with their families.

Group Relationships

In order to encourage respectful and positive relationships between children and their peers and educators our service will adhere to the following practices:

- Our service will encourage children to participate in enjoyable interactions with their peers, respond positively to ideas, negotiate roles and relationships, contribute to shared play, and develop friendships.
- Our educators will engage children in ongoing group projects that involve research, planning, problem solving and shared decision making.
- Our educators will model strategies for children to initiate interactions and participate in group play and social activities and assist them when they have trouble understanding or communicating with each other.
- Our service treat everyone with respect, courtesy and understanding regardless of race, cultural background, religion, sex or ability.
- Our service will ensure that the children have many opportunities to learn about their responsibilities to other, connectedness and interdependence as learners, and the value of collaboration and teamwork.
- Our educators will promote a sense of community in the service.
- Our service will coordinate the staffing and grouping arrangements to support positive relationships between children.
- Our educators will support and promote children's interpersonal relationships and support the inclusion of children from diverse backgrounds and capabilities in group play, projects and experiences.
- Our educators will learn about children's shared interests and will use this information to plan further experiences that provide collaborative learning opportunities.
- Our educators will pre-empt potential conflicts or challenging behaviours by monitoring children's play and supporting interactions where there is conflict.
- Our service will ensure that the program and routines of the service will include regular opportunities for children to engage in social play and group experiences.
- Our service will ensure that food is being used appropriately and not as a reward or punishment.
- Our service will ensure that corporal punishment is not used as part of behaviour guidance or any other aspect of our interactions with children. Corporal punishment is never to be used in our service.
- Our educators will consider whether the size and composition of groups enables children to develop positive relationships with their peers and educators. They will minimise the time children spend in very large groups by offering activities where children are able to participate in smaller groups.

Behaviour Guidance

STATEMENT

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

Positive Behaviour

Educators, staff and volunteers will model positive behaviour and guide children's behaviour in ways that promote their self esteem by:

- encouraging children to be cooperative and helpful, to express their feelings and responses to others' behaviour confidently and constructively, and to respectfully guide the behaviour of other children when it is disrespectful or unfair
- supporting children to explore different identities and points of view, to negotiate their rights and the rights of others in a positive, respectful way and to communicate effectively when resolving disagreements
- discussing emotions and issues of inclusion and exclusion, fairness and bias
- encouraging children to listen to other children's ideas, consider alternate behaviour and co-operate to solve problems
- using positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them, and remaining calm, gentle, patient and reassuring even when children strongly express distress, frustration or anger
- using their knowledge of children's personalities and friendships to help them manage their own behaviour and develop empathy
- using information from families about their children's social skills and relationship preferences to engage children in experiences that support their social development
- intervening sensitively when children have difficulty resolving a disagreement, and helping them remove themselves from situations where they are experiencing frustration, anger or fear
- interacting with children and teaching them how to play in different ways: movement play, object play (understanding and solving problems), imaginative play (emotional resilience, creativity and empathy), social play (friendship and belonging, rough and tumble play, celebrations and ritual play), storytelling (my world, myself and where I fit in), creative play (new behaviours and thoughts) role play
- promoting children's agency by allowing them to be as independent as possible, to try things they see for themselves and experience the consequences of their choices while considering the risk and benefit to others. This may include teaching children how to use things
- ensuring curriculum is mainly based on children's ideas and interests rather than being led by educators

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- setting up rooms and environments to foster positive behaviour eg room is interesting but not cluttered, defined and obstacle free walkways, resources are attractively displayed.
- ensuring activities are of interest to children eg are visual, smelly, have patterns,
- supporting children with strategies to deal with their raw emotions eg anger, fear, panic and being patient when children revert to old behaviour if they are stressed, tired, hungry etc. This includes listening empathetically to children when they express their emotions and reassuring them that it is normal to experience positive and negative emotions
- ensuring children’s basic needs are met eg they aren’t hungry or tired
- supporting children who appear to be insecurely attached by sensitively building relationships with the child and family
- allowing children to have uninterrupted play where they can continue their engagement in learning as they explore and improvise, and not interrupting a child who is actively engaged in an activity, or forcing a child to share when they are engaged with a resource. Simple strategies may include introducing progressive snack or mealtimes.
- providing explicit instruction for routines and learning
- understanding that children’s comprehension of vocabulary concepts or instructions may require support such as visuals, key word signing, two step instructions or allowing time for a child to process the instruction or information.
- understanding that children may not be able to interpret or understand some words.
- Educators will have access to training and support in positive approaches to behaviour management. This will be made available as part of the training budget.
- Whilst at the service, we expect that the children will comply with the following basic rules:
 - Respect each other
 - Respect other people's property and that of the service
 - Share with other children and be inclusive
 - Accept and respect individual needs and differences
 - Clean up after activities
 - Be polite to educators and to each other
 - Follow the instructions from educators
 - Play only in the allocated areas and as directed by educators and not enter areas that educators have designated as “out of bounds”
 - Remain in the supervised area of the program until the authorised person collecting them has signed them out
 - Not participate in physical fighting (play or real), for example, spitting, throwing toys, stones or dangerous objects.
 - Not bully or engage in any form of aggressive behaviour
 - Use appropriate language at all times.

Inappropriate Behaviour

Educators and staff understand that inappropriate behaviour is a child's way of saying they need support. Educators will reflect on the reasons for the child's behaviour and develop strategies or a plan with the Nominated Supervisor or Coordinator which can be implemented by all educators to ensure consistent responses to the child's behaviour at the service.

Children's behaviour may be inappropriate for a variety of reasons. Some of these include:

- insecure attachment to educators or families
- emotional immaturity
- insufficient language skills to express their needs and wishes
- used to gaining attention from negative behaviour
- condition or number of toys, resources and equipment
- a diagnosed or undiagnosed spectrum disorder.

Depending on the reason for the behaviour, some strategies for dealing with inappropriate behaviour may include:

- ignoring the negative behaviour and praising the positive behaviour (while ensuring the safety of all children), and ensuring all body language is consistent with actions and words
- using key words with signing and objects or visuals to help children with communication difficulties
- using minimal steps in directions and allowing time for a child to understand
- using terminology that children understand
- allowing children to develop their reasoning and emotional knowledge by helping them to reflect on their actions
- talking with children about the consequences of their actions, our rules and why we have them
- providing sufficient opportunities for exercise including running which can calm anxious or agitated children through the production of certain brain chemicals
- intentionally teaching behaviours like walking inside, never assuming children know how to do things or behave, and reaffirming those and other positive behaviours
- using empathy and putting themselves in the child's position to try and understand where the behaviour came from
- documenting incidences of inappropriate behaviour and when they are occurring and developing a behaviour plan with parents, schools and if relevant other professionals

Educators will not isolate, intimidate or subject children to corporal punishment to guide behaviour. Parents will:

- work in partnership with educators where concerns are raised about the behaviour of their child
- consent in writing where educators believe liaising with relevant professionals to support the learning and development of their child and apply for funding to do this where necessary
- agree to work with educators to minimise risk where the child's behaviour is a danger to children and educators. This may include seeking professional support from, for example a

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paediatrician, speech pathologist or family support services, or reducing the hours of care until the child's behaviour is supported and risk to others is minimised.

If parents do not comply with these requirements, the Nominated Supervisor or Coordinator may suspend or terminate the child's enrolment after providing two weeks' notice. The Nominated Supervisor may, however, suspend or terminate a child's enrolment without providing two weeks' notice if he or she believes the child's behaviour poses an unacceptable risk to the welfare and safety of other children and educators.

Supporting Children through Difficult Situations

When a child, family, educator or the service as a whole experiences a stressful or traumatic situation such as a bushfire, car accident, sudden illness or death, crime or violent situation it is important to provide appropriate support so they can recover from the ordeal. A child's reaction to a stressful or traumatic situation will depend on factors such as their age, stage of development and impact of the event on people around them. A child may react in ways that you don't expect and sometimes will act normally at first but be wary of a delayed reaction. Some reactions include:

- Physical symptoms such as stomach aches and headaches.
- Being anxious or clingy.
- Suffering from separation anxiety.
- Having sleeping problems or nightmares.
- Re-living the experience through drawing or play.
- Losing interest in activities.
- Loss of self-confidence.
- Regressing to "babyish" activities.

Our educators will talk with a child about the event to bring any issues out into the open. The ways our educators will approach this are:

- Reassuring the child that they are safe
- Talking to the child about what happened in a way that they will understand and without going into frightening or graphic detail. Our educators will not leave out important information though, as children will fill in the gaps.
- Talking about the event with appropriate people (for example, all children if the event has affected the whole service or the children that have been affected) and letting everyone have their say including children.
- Talking to the children about how people react to stressful or traumatic situations and that the feelings they are feelings are normal.

Coping Mechanisms

Some strategies that our educators will use to help children cope in these situations are:

- Giving children a sense of control of their environment and life. Letting the child make decisions, for example, about the daily indoor or outdoor activities will make the child feel more in control.
- Allowing the children plenty of time to play and to do physical exercise; this will help the child burn off stress chemicals and allow for more sleep.
- Helping the children physically relax with quiet activities.

It is important to remember how you respond to the stressful or traumatic event will affect the child's response. Children look to their families and educators to find ways to deal with a situation they probably don't understand. Children need their family members (and other adults who are close to them) to help them understand the situation and their emotions and also offer comfort and support. If adults are distressed about a situation it is important for them to seek help for themselves.

Should it be required, educators will liaise with appropriate authorities, such as the Department of Education and Children's Services, and follow any recommendations made by these authorities.

Bullying

In order to overcome bullying in our service, our educators will be aware of the following information and maintain the following practices:

Our educators will be aware of the following characteristics in children who bully -

- Children of all backgrounds can bully
- Preconceived notions of children who bully should be avoided
- The child who bullies may also be the victim of bullying
- The child who bullies will often think that they are innocent, and that the child being bullied is somehow deserving of this negative experience.

Our educators will be aware of the following characteristics of victims of bullying -

- Children of all backgrounds can fall victim to bullying
- Preconceived notions of children who fall victim to bullying should be avoided
- Victims may have low self-esteem, lack of confidence, lack social skills or be viewed as unpopular.

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- It is important to remember that victims are often sensitive and easily hurt, and feel incapable of preventing such negative experiences.

Our educators will implement the following strategies to overcome bullying -

- Our educators will practice all-encompassing and socially inclusive care.
- Programs will recognise, value and reflect the social and cultural diversity of our community.
- Our educators will role model and actively encourage appropriate behaviours.
- Our educators will form a close relationship with family members in order to work cooperatively to overcome instances of bullying.
- Our educators will empower children by giving them responsibilities that will make them feel valued.
- Our educators will help children deal with their anger. This includes offering alternative dispute resolution techniques that are socially acceptable.
- Our educators will seek the support of children's services professionals when it is necessary.
- Our educators will respond promptly to children's aggressive or bullying behaviour.

Sources

**National Quality Standard
Education and Care Services National Regulations 2011
My Time, Our Place Framework for School Aged Care**

Reviewed: 6th March 2023

Date for next review: 6th March 2024

Lock Up Policy

NQS

National Regulations

| | |
|-----------|---|
| 12 | Meaning of serious incident |
| 85 | Incident, injury, trauma and illness policies and procedures |
| 168(2)(f) | Education and care service must have policies and procedures providing a child safe environment |

Aim

Jannali Before & After School Care aims to minimise the potential for any incidents to occur at our service as we close up each day by adhering to the following “lock-up” procedures. This will ensure the safety and wellbeing of all children and staff at the service.

Related Policies

Delivery and Collection of Children Policy
 Incident, Injury, Trauma and Illness Policy

Who is affected by this policy?

Children
 Families
 Educators
 Management

Implementation

At the end of our service operations each day, the Responsible Person present at the Service will:

- check the premises outdoors and indoors to ensure that no child remains on the premises after the service closes.
- review the children’s attendance records to ensure all children who were signed in that day have been signed out.

If a child has not been signed out the Responsible Person will:

- confirm with educators the child was collected.

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- immediately conduct a search of the premises, indoors and outdoors to locate the unaccounted for child if educators are unsure whether the child has been collected.
 - contact the child's parents if the child is not located to see if the child was collected without being signed out
 - contact the police if the child is missing
 - immediately document a missing child incident using the Incident, Injury, Trauma and Illness Record template published by the national authority ACECQA at www.acecqa.gov.au
 - notify the regulatory authority within 24 hours of the serious incident involving missing child through the online NQA ITS
- Turn off lights and all electrical appliances
 - Shut blinds
 - Ensure taps and any outdoor sprinklers, hoses etc are turned off
 - Ensure any animals kept at the premises are secured appropriately
 - Turn on alarm
 - Lock premises
 - Lock school gate

Sources

Education and Care Services National Law and Regulations
National Quality Standard

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

Lockdown Policy

NQS

| | | |
|-----|-------|---|
| QA2 | 2.2.2 | Incident and emergency management - Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. |
|-----|-------|---|

National Regulations

| | | |
|-----|-----------|---|
| Reg | 168(2)(e) | Policies and procedures in relation to emergency and evacuation |
| | 97 | Emergency and evacuation procedures |
| | 98 | Telephone or other communication equipment |

Aim

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

Related Policies

- Death of a Child Policy
- Child Protection Policy
- Emergency Management and Evacuation Policy
- Incident, Injury, Trauma and Illness Policy

Implementation

Examples of such critical incidents are:

- Death of a child at the service or on an excursion.
- Children/educators being taken hostage.
- A siege of service property.
- A disaster in the local community.
- Unusual amounts of media attention.
- Aggressive trespassers.
- Harassment and threats of violence.

Initial Notification

If an event takes place that requires a "Lock Down", the following should occur:

- The educator who witnesses the event or issue must try to raise an alarm with the Responsible Person on duty and other educators.
- 000 must be called immediately if the event or issue requires the police, ambulance or fire service to respond.
- The Nominated Supervisor, Coordinator or Responsible Person in charge will determine the need for a "Lock Down" and raise the appropriate alarm.

Alarm Procedure

- The Responsible Person or nominated educator will alert other educators and children, and announce that it is a lockdown, and to listen carefully and follow instructions

Movement of Children and Educators

- If possible, educators will make efforts to seal and lock doors and windows.
- Children should remain under the desks or down low and out of sight during the lockdown period.
- If children are outside, educators should get them inside as quickly as possible, or re-locate to safe area.

Educators Responsibilities:

- Nominated Supervisor, Coordinator or Responsible Person to contact Emergency Services and follow their instructions.
- Educators not involved in the lockdown or without children to supervise are to go to the front of the service to liaise with Emergency Services if it is safe to do so.
- Educators must check the roll and check all signed-in children are present. Any absences must be reported to the Nominated Supervisor as soon as it is safe.

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- Educators are to close and lock all doors and windows, turn the lights off and ensure children are kept below the window level.
- All educators, children and anyone else present will remain in the locked room until the “All Clear Signal” is given by the person in charge.

Harassment and threats of violence:

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

- Do not do or say anything to the person to encourage irrational behaviour and politely ask them to leave the service or the vicinity of the children.
- Notify the Nominated Supervisor, Coordinator or Responsible Person who will request assistance from the police by dialling ‘000’.
- If the Coordinator is unable to make the call another educator should be directed to do so.
- Initiate action to restrict entry to the building if possible and confine or isolate the threat from building occupants.
- Where possible, educators must endeavour to calmly move the children away from the person.
- No educator should attempt to physically remove the unwelcome person, but try to remain calm and wait for the police.
- Educators should be aware of any unfamiliar person on the premises and find out what they want as quickly as possible and try to contain them outside the service.
- The Nominated Supervisor, Coordinator or Responsible Person will determine if evacuation or lockdown is required. Evacuation only should be considered if safe to do so.

Sources

National Quality Standard

Education and Care Services National Regulations

Reviewed: 6th March 2023

Date for next review: 6th March 2024

Medical Conditions Policy

NQS

| | | |
|-----|-------|---|
| QA2 | 2.1.1 | Health - Each child's health and physical activity is supported and promoted. |
| | 2.1.2 | Health practices and procedures - Effective illness and injury management and hygiene practices are promoted and implemented. |
| | 2.2.1 | Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
| | 6.2.2 | Access and participation - Effective partnerships support children's access, inclusion and participation in the program |
| | 7.1.3 | Role and responsibilities - Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service. |

National Law

| | | |
|---------|-----|--|
| Section | 167 | Offence relating to protection of children from harm and hazards |
|---------|-----|--|

National Regulations

| | | |
|------|-----------|---|
| Regs | 90 | Medical Conditions Policy |
| | 91 | Medical conditions policy to be provided to parents |
| | 168(2)(d) | Education and Care Services must have policies and procedures dealing with medical conditions in children, including the matters set out in regulation 90 |
| | 173(2)(f) | Prescribed information to be displayed child diagnosed at risk of anaphylaxis |

MTOP

| | |
|-----|--|
| LO3 | Children are happy, healthy, safe and connected to others. |
| | Educators engage children in experiences, conversations and routines that promote safety, healthy lifestyles and nutrition |

Aim

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

Related Policies

Inclusion Policy

Administration of Authorised Medication Policy

Death of a Child Policy

Emergency Management and Evacuation Policy

Enrolment & Orientation Policy

Nutrition and Food Safety Policy

Health & Hygiene Policy

Incident, Injury, Trauma and Illness Policy

Infectious Diseases Policy

Privacy and Confidentiality Policy

Staffing Arrangements Policy

Implementation

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

A copy of the Medical Conditions Policy will be provided to all educators and volunteers at the service. The Policy will also be provided to parents of children enrolled at the service including those whose child has been identified as having a specific health care need or allergy. Educators are also responsible for raising any concerns with a child's parents about any medical condition/suspected medical condition, or known allergens that pose a risk to the child.

No child enrolled at the service will be able to attend the service without medication prescribed by their medical practitioner. In particular, no child who has been prescribed an adrenaline auto-

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injection device, insulin injection device or asthma inhaler is permitted to attend the service or its programs without the device.

Families are required to provide information about their child's health care needs, allergies, medical conditions and medication on the Enrolment Form and are responsible for updating the service about of these things, including any new medication, ceasing of medication, or changes to their child's prescription. Where children have specific health care needs or medical conditions, medical, risk minimisation and communication plans are required as discussed below.

The Nominated Supervisor and educators will provide support and information to families about resources and support for managing specific health care needs and medical conditions, including allergies, anaphylaxis asthma and diabetes.

Where a child has been diagnosed at risk of anaphylaxis, a notice stating the anaphylaxis risk and the nature of the allergen will be displayed so it is clearly visible from the main entrance. The privacy and confidentiality of the child will be maintained at all times and the notice will not name the child.

The Approved Provider, Nominated Supervisor or Coordinator will ensure all educators and relevant staff receive refresher training in the administration of adrenaline auto-injection devices and cardio-pulmonary resuscitation every 12 months, even if there are no children diagnosed at risk of anaphylaxis at the service at the time.

If there are children with diabetes at the service, the Nominated Supervisor will ensure first aid trained educators receive regular training in the use of relevant devices eg insulin injection device (syringes, pens, pumps) used by children

Medical Information that must be provided in Enrolment Record

Medical Management Plan

The Enrolment Form provides an opportunity for parents to help the service effectively meet their child's health and medical needs. All educators and volunteers at the service follow a child's medical management plan, including in the event of an incident related to the child's specific health care needs or medical condition.

Families must:

- advise details of specific health care needs or medical conditions including asthma, diabetes and allergies, and whether the child has been diagnosed at risk of anaphylaxis
- provide a Medical Management Plan prepared by the child's doctor in respect of any specific health care needs or medical conditions. The Plan should:
 - include a photo of the child
 - state what triggers the allergy or medical condition if relevant
 - state first aid needed

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- contact details of the doctor who signed the plan
- state when the Plan should be reviewed
- have supporting documentation if appropriate

Medical Conditions Risk Minimisation Plan

The Nominated Supervisor or educators will prepare and implement a medical conditions risk minimisation plan in consultation with families which is informed by the child's Medical Management Plan. The Plan will include measures to ensure:

- any risks are assessed and minimised
- practices and procedures for the safe handling of food, preparation, consumption and service of food for the child are developed and implemented if relevant (we will follow all health, hygiene and safe food policies and procedures)
- all parents are notified of any known allergens that pose a risk to a child and how these risks will be minimised
- a child does not attend the service without medication prescribed by their medical practitioner in relation to their specific medical condition.

This plan will be signed by parents, the Nominated Supervisor and relevant educators.

The Medical Management and Risk Minimisation plans will be kept in the child's file and a copy of the plans stored securely with the child's medication, emergency evacuation kit and first aid kit. A copy of the plans will also be displayed in a prominent position to ensure all procedures are followed. If parents have not authorised display of the plans in public areas, the plans will be displayed in areas which are not accessed by families and visitors to protect the child's privacy.

The medical management plan will be followed in the event of any incident relating to the child's specific health care need, allergy or relevant medical condition. All educators including volunteers and administrative support will be informed of any special medical conditions affecting children and orientated regarding the necessary management.

The review date for Medical Management Plans will be recorded on the Medical Checklist for educators to remind parents to have the plan updated as advised by their doctor.

The medical plans will also be taken on excursions.

Medical Conditions Communication Plan

The Nominated Supervisor or Coordinator will implement a medical conditions communication plan to ensure that relevant educators, staff and volunteers:

- understand the Medical Conditions Policy
- can easily identify a child with health care needs or medical conditions

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- understand the child's health care needs and medical conditions and their medical management and risk minimisation plans
- know where each child's medication is stored
- are updated about the child's needs and conditions

The Nominated Supervisor or Coordinator will regularly remind families to update their child health and medical information as outlined in the Plan.

The plan will be signed by parents, the Nominated Supervisor and relevant educators.

The Nominated Supervisor will ensure:

- any new information is attached to the child's Enrolment Form and medical plans where relevant and shared with relevant educators, staff and volunteers
- displays about a child's health care needs or medical conditions are updated.

Anaphylaxis/Allergy Management

While not common, anaphylaxis is life threatening. It is a severe allergic reaction to a substance. While prior exposure to allergens is needed for the development of true anaphylaxis, severe allergic reactions can occur when no documented history exists. We are aware that allergies are very specific to an individual and it is possible to have an allergy to any foreign substance.

Symptoms of anaphylaxis include difficulty breathing, swelling or tightness in the throat, swelling tongue, wheeze or persistent cough, difficulty talking, persistent dizziness or collapse and in young children paleness and floppiness.

Anaphylaxis is often caused by a food allergy. Foods most commonly associated with anaphylaxis include peanuts, seafood, nuts and in children eggs and cow's milk.

To minimise the risk of exposure of children to foods that might trigger severe allergy or anaphylaxis in susceptible children, educators and staff will:

- ensure children do not trade food, utensils or food containers
- prepare food in line with a child's medical management plan and family recommendations
- use non-food rewards with children, for example, stickers for appropriate behaviour
- request families to label all bottles, drinks and lunchboxes etc with their child's name
- consider whether it's necessary to change or restrict the use of food products in craft, science experiments and cooking classes so children with allergies can participate
- endeavour not to have the allergen accessible in the service
- closely supervise all children at meal and snack times

The Nominated Supervisor will also:

- instruct educators and staff on the need to prevent cross contamination
- request parents to not send food that contains highly allergenic elements, such as:

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- peanuts, brazil nuts, cashew nuts, hazelnuts, almonds, pecan nuts
- any other type of tree or ground nuts, peanut oil or other nut based oil or cooking product, peanut or any nut sauce, peanut butter, hazelnut spread, marzipan
- any other food which contains nuts such as chocolates, sweets, lollies, nougat, ice creams, cakes, biscuits, bread, drinks, satays, pre-prepared Asian or vegetarian foods
- foods with spices and seeds such as mustard, poppy, wheat and sesame seeds
- cosmetics, massage oils, body lotions, shampoos and creams such as Arachis oil that contain nut material

In relation to nuts and nut products, commercial food processing practices mean it is not possible to eliminate nuts and nut products entirely from our service eg there will be traces of nuts in many products. **For this reason we are a nut aware service rather than a nut free service.**

- consider the food allergies of all children. It may not be practical to prohibit all foods triggering food allergies. Nut allergy is the most likely to cause severe reaction and will take precedence
- instruct food preparation staff and volunteers about measures necessary to prevent cross contamination between foods during the handling, preparation and serving of food and organise training as required eg careful cleaning of food preparation areas and utensils, use of different tools and equipment for allergic children
- ensure food prepared at the service does not contain ingredients like nuts, and other allergens including eggs and milk if appropriate
- ensure food preparation staff consult risk minimisation plans when making food purchases and planning menus
- provide information about anaphylaxis and organise training for all educators on how to administer adrenaline auto injector devices eg EpiPens
- encourage all educators to undertake anaphylaxis management training
- ensure all educators administer medication in accordance with our “Administration of Medication Policy”
- ensure educators and staff regularly reflect on our documented risk management practices to prevent the triggering of an anaphylactic reaction, and implement improvements if possible

Allergic reactions and anaphylaxis are also commonly caused by:

- animals, insects, spiders and reptiles
- drugs and medications, especially antibiotics and vaccines
- many homeopathic, naturopathic and vitamin preparations
- many species of plants, especially those with thorns and stings
- latex and rubber products
- Band-Aids, Elastoplast and products containing rubber based adhesives.

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Educators will ensure sunscreen, soap and creams used on allergic children are approved by their parent.

The service will display an Australasian Society of Clinical Immunology and Allergy (ASICA) Action Plan poster for Anaphylaxis in a key location at the service (see www.allergy.org.au)

A list of all medical conditions including food allergies will be placed in the kitchen and behind the office door out of the sight of general visitors and children.

Educators will react rapidly if a child displays symptoms of anaphylaxis and will:

- lay child flat or seat them if breathing is difficult (child will not be allowed to walk or stand)
- ensure a first aid trained educator with approved anaphylaxis training administers first aid in line with the child's medical management plan. This may include use of an adrenaline autoinjector device eg EpiPen® and CPR if the child stops breathing in line with the steps outlined by ASICA in the Action Plan for Anaphylaxis (see www.allergy.org.au)
- call an ambulance immediately by dialling 000

The Nominated Supervisor or Coordinator will ensure that an emergency auto-injection device kit is stored in a location that is known to all staff, including relief staff, easily accessible to adults (not locked away), inaccessible to children, and away from direct sources of heat.

Asthma Management

Asthma is a chronic lung disease that inflames and narrows the airways. Asthma symptoms include wheezing, cough, chest tightness or shortness of breath. Educators and staff will implement measures to minimise the exposure of susceptible children to the common triggers which can cause an asthma attack. These triggers include:

- dust and pollution
- inhaled allergens, for example mould, pollen, pet hair
- changes in temperature and weather, heating and air conditioning
- emotional changes including laughing and stress
- activity and exercise

To minimise exposure of susceptible children to triggers which may cause asthma, educators and staff will ensure children's exposure to asthma triggers are minimised. This may for example,

- implement wet dusting to ensure dust is not stirred up
- plan different activities so children are not exposed to extremes of temperature eg cold outdoors and warm indoors
- restrict certain natural elements from inside environments
- supervise children's activity and exercise at all times
- keep children indoors during periods of heavy pollution, smoke haze or after severe storms which may stir up pollen levels etc

The Nominated Supervisor or Coordinator will also:

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- consider banning certain plants and vegetation from the outdoor and indoor environments
- consider children's asthma triggers before purchasing service animals or allowing children's pets to visit
- ensure indoor temperatures are appropriate and heating and cooling systems are being used appropriately
- assist educators to monitor pollution levels and adverse weather events
- ensure educators and staff regularly reflect on our documented risk management practices to prevent the triggering of an asthma attack, and implement improvements if possible

The service will display a National Asthma Council Australia Action Plan Poster in a key location at the service. www.nationalasthma.org.au

An asthma attack can become life threatening if not treated properly. If a child is displaying asthma symptoms, educators will:

- ensure a first aid trained educator with approved asthma training immediately attends to the child. If the procedures outlined in the child's medical management plan do not alleviate the asthma symptoms, or the child does not have a medical management plan, the educator will provide appropriate first aid, which may include the steps outlined in the National Asthma Council Australia Action Plan:
 1. Sit the child upright - Stay with the child and be calm and reassuring
 2. Give 4 separate puffs of a reliever inhaler (blue/grey)
 - Use a spacer if there is one
 - Shake puffer
 - Give 1 puff at a time with 4-6 breaths after each puff
 - Repeat until 4 puffs have been taken
 3. Wait 4 minutes - If there is no improvement, give 4 more puffs as above
 4. If there is still no improvement call an ambulance on 000
 - Keep giving 4 puffs every 4 minutes until the ambulance arrives

The service will ensure that an Emergency Asthma First Aid Kit is stored in the office as well as the First Aid cupboard in the kitchen. An Emergency Asthma First Aid kit should contain:

- Blue or grey reliever puffer
- A spacer device that is compatible with the puffer
- A face mask compatible with the spacer for use by children under

Spacers and masks can only be used by one person. That person can re-use the spacer or mask but it cannot be used by anyone else. Educators will ensure the child's name is written on the spacer and mask when it is used.

Diabetes Management

Diabetes is a chronic condition where the levels of glucose (sugar) in the blood are too high. Glucose levels are normally regulated by the hormone insulin. The most common form of diabetes in children is Type 1. The body's immune system attacks the insulin producing cells so insulin can no longer be made. People with type 1 diabetes need to have insulin daily and test their blood glucose several times a day, follow a healthy eating plan and participate in regular physical activity.

Type 2 diabetes is often described as a 'lifestyle disease' because it is more common in people who are overweight and don't exercise enough. Type 2 diabetes is managed by regular physical activity and healthy eating. Over time type 2 diabetics may also require insulin.

Symptoms of diabetes include frequent urination, excessive thirst, tiredness, weight loss, vision problems and mood changes. People who take medication for diabetes are also at risk of hypoglycaemia (they may have a "hypo") if their blood sugar levels are too low. Things that can cause a "hypo" include:

- a delayed or missed meal, or a meal with too little carbohydrate
- extra strenuous or unplanned physical activity
- too much insulin or medication for diabetes
- vomiting

Symptoms of hypoglycaemia include headache, light-headedness and nausea, mood change, paleness and sweating, and weakness and trembling. If left untreated people may become disorientated, unable to drink, swallow or stand, suffer a lack of coordination, loss of consciousness and seizures.

Educators and staff will implement measures to reduce the risk of children suffering adverse effects from their condition. These may include, for example:

- ensuring medication is administered as outlined in the medical management plan
- ensuring children eat at regular intervals and have appropriate levels of carbohydrate

The Nominated Supervisor or Coordinator will also ensure information about the child's diet including the types and amounts of appropriate foods as outlined in the child's Medical Management Plan is considered when preparing service menus.

If a child is displaying symptoms of a "hypo" a first aid trained educator will:

- immediately administer first aid in accordance with the child's medical management plan. This may include giving the child some quick acting and easily consumed carbohydrate eg several jellybeans, 2-3 teaspoons of honey or some fruit juice. Once blood glucose is at regular levels the child may be given some slow acting carbohydrate to stabilise blood sugar eg slice of bread, glass of milk, piece of fruit

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If a child is displaying severe hypoglycaemia (eg they're unconscious, drowsy or unable to swallow) a first aid trained educator will:

- immediately administer first aid in accordance with the child's medical management plan
- call an ambulance by dialling 000
- administer CPR if the child stops breathing before the ambulance arrives.

We will refer to as1diabetes (as1diabetes.com.au) for more information and resources, including child friendly resources, on diabetes.

Sources

Education and Care Services National Law and Regulations

National Quality Standard

Asthma Australia

National Asthma Organisation

Allergy and Anaphylaxis Australia www.allergyfacts.org.au

Australasian Society of Clinical Immunology and Allergy www.allergy.org.au

Australian Diabetes Council

Better Health Vic

Review

The policy will be reviewed annually by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

Nutrition and Food Safety Policy

NQS

| | | |
|-----|-------|---|
| QA2 | 2.1.3 | Healthy lifestyle - Healthy eating and physical activity are promoted and appropriate for each child. |
|-----|-------|---|

National Regulations

| | | |
|------|-----|--|
| Regs | 77 | Health, hygiene and safe food practices |
| | 78 | Food and beverages |
| | 79 | Service providing food and beverages |
| | 80 | Weekly menu |
| | 90 | Medical conditions policy |
| | 91 | Medical conditions policy to be provided to parents |
| | 162 | Health information to be kept in enrolment record |
| | 168 | Education and care service must have policies and procedures |

My Time, Our Place

| | |
|-----|--|
| LO3 | Children become strong in their social and emotional wellbeing. |
| | Children take increasing responsibility for their own health and physical wellbeing. |

Aim

Jannali Before and After School Care believes that good nutrition is essential for each child's healthy growth and development. For this reason, the service will provide nutritious, good quality food that is consistent with the *Dietary Guidelines for Children and Young People in Australia*. We will aim to provide a relaxed and enjoyable environment for children to eat their meals and snacks ("My Time, Our Place" 1.1). All food served at the service will be consistent with the child's own dietary requirements, and take into consideration the children's like and dislikes as well as meet any cultural

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requirements of families (*"My Time, Our Place"* 3.2). High standards of hygiene will be maintained throughout all food preparation. We will encourage the development of the children's good eating habits through the modelling and reinforcing of healthy eating and nutrition practices by educators. Families will be encouraged to share recipes and traditions to enrich the variety and enjoyment of food by the children and support the children's development of respect for and understanding of diversity (*"My Time, Our Place"* 1.3). Where possible we will seek out opportunities to learn about growing our own food and collaborate with children to produce our own opportunities to use food we have grown ourselves in our menu planning (*"My Time, Our Place"* 3.4).

Related Policies

Inclusion Policy

Enrolment & Orientation Policy

Medical Conditions

Administration of Authorised Medication Policy

Procedure

Nutrition

Educators will ensure they provide adequate and sufficient food and beverages to each child, and that they are nutritious, healthy and meet each child's individual dietary needs. They will also promote healthy food options and resources based on Australian dietary guidelines to families, so they have the information necessary to provide healthy food options at home.

The Nominated Supervisor, Coordinator, educators, staff, volunteers and students will:

- ensure children have access to water and offer them water regularly during the session.
- ensure children are offered foods and beverages throughout the session that meet individual nutritional and developmental needs and any specific dietary requirements. These requirements may be based on written advice from families (eg in the enrolment form) or as part of a child's medical management plan.
- provide foods that take into account each child's likes, dislikes, culture and religion. Families will be reminded to update this information regularly or when necessary.
- ensure routines are flexible enough so that children who do not eat during routine meal or snack times, or who are hungry, are provided with food. Educators will not force children to eat food they do not like or more than they want.
- ensure food is consistent with the Government's Australian Dietary Guidelines 2013. The Guidelines and Summary are available on the NHMRC website <https://nhmrc.gov.au/>

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- follow the guidelines for serving different types of food and the serving sizes in the Guidelines and may use the Australian Government “eat for health” calculator <http://www.eatforhealth.gov.au/eat-health-calculators>.
- encourage families to provide healthy food for their children at home which is consistent with the Australian Dietary Guidelines
- provide food that is safe and prepared hygienically by following the relevant procedures set out in the Health, Hygiene and Safe Food Policy.
- provide food and beverages that minimise the risk of children choking.
- provide a weekly menu of food and beverages based on the Australian Dietary Guidelines that accurately describes the food and beverages provided every day.
- ensure food and drink consistent with the menu is provided for breakfast and afternoon tea as well as small nutritious snacks available as necessary.
- display the weekly menu in a prominent area where it can be easily viewed by parents. We will also display nutritional information for families and keep them regularly updated.
- ensure meal times are relaxed, pleasant and timed to meet most children’s needs.
- integrate learning about food and nutrition into the Curriculum. Children’s cooking activities will be encouraged to develop life skills. Children and families will be encouraged to share family and cultural traditions, ideas and recipes to contribute to the menu.
- never use food as a punishment, reward or as a bribe.
- model and reinforce healthy eating habits and food options with children during eating times.
- during vacation care, families will be asked to provide their child’s morning tea, lunch, afternoon tea and drinks, unless otherwise stated on the program. No menu will be required where food and drink is not provided by the service.

Education of healthy eating habits will be developed through ongoing example, specific activities, notices, posters and information sheets to families.

Educators are required to attend regular professional development on nutrition and food safety practices and document changes to practice as a result.

Food Safety

- All food will be prepared and stored in a hygienic manner as per the current Australian New Zealand Food Standards.
- Ensuring that individuals preparing food know, follow and adhere to the appropriate hygiene procedures. This includes:
 - Washing their hands
 - Keeping their personal hygiene at a high level. For example, tying their hair back or keeping it under a net
 - Not wearing jewellery (wedding band excluded)
 - Covering cuts with a blue bandaid and gloves
 - Always wearing gloves if they are wearing nail polish, nail decorations or artificial nails or have long fingernails
- Wash hands before food preparation.
- Cleaning food preparation area before, during and after use.
- Using colour-coded chopping boards in order to prevent cross contamination of raw food.
- Avoiding the contamination of one work area to another by using colour-coded wash cloths and having specific cleaning implements (for example gloves and scourers) for a specific area.
- Avoiding the contamination of one work area to another by using the colour-coded wash cloths system and restricting the movement of contaminated items (such as gloves and cleaning implements) from one area to another.
- Clean children's dining tables with soap and water and dry before serving food and after meal times.
- Opened food will be stored in tightly sealed containers, away from any chemicals.
- Kitchen equipment will to be cleaned and stored appropriately.
- Fridges and freezers need to be cleaned regularly and fridge door seals checked to be in good repair.
- The operating temperature of the fridge and freezer need to be checked regularly and a record kept of this.
- Surfaces are cleaned and sanitised before and after food preparation.
- All perishable foods will be stored in the refrigerator and the temperature should be monitored to ensure it is less than 5°C,
- Children will be encouraged not to share their drinking and eating utensils.
- Tongs and spoons will be used for the serving of food. Where possible, educators will encourage children to serve their own food and drinks to encourage the development of their food handling skills as well as acknowledging their growing sense of independence.
- All cups, plates and utensils will be washed in hot, soapy water.
- Children should be seated while eating or drinking.

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- Educators can choose whether to wear gloves or not provided that effective hand washing is being implemented.
- If gloves are used, care must be taken to avoid contaminating food by only using them for one continuous task and then discarding them. Gloves must be removed, discarded, hands washed and the gloves replaced with a new pair before handling food and before working with ready to eat food after handling raw food.
- Gloves must be removed and discarded before using the toilet, coughing, sneezing, using a handkerchief, eating, drinking or touching the hair, scalp or body. They will then be replaced if food preparation continues.
- All rubbish or leftover food is to be disposed of immediately in lidded bins or compost, and bins emptied daily and regularly cleaned with disinfectant.
- Containers are to be cleaned and stored appropriately to ensure pests are not able to contaminate them.
- Children will be encouraged to be involved in food preparation to assist them to have opportunities to learn more about hygiene practices when preparing food. This participation should always be supervised and an explanation provided to children on the reasons why hygienic conditions are maintained.
- The service will regularly review and evaluate food handling practices in line with current best practice guidelines from recognised authorities.
- The service will provide food handling and hygiene information to parents.

We will, to the best of our ability, educate and promote safe food handling and hygiene in the children and families by:

- Provide food safety information from Safe Food Australia and NSW Food Authority.
- Encouraging parents to the best of our ability to continue our healthy eating message in their homes. This information will be provided upon enrolment and as new information becomes available.
- Encouraging staff to present themselves as role models. This means maintaining good personal nutrition and eating with the children at meal times.
- Providing nutrition and food safety training opportunities for all staff including an awareness of other cultures food habits.

Sources

Education and Care Services National Regulations 2011
My Time, Our Place Framework for School Age Care
National Quality Standard
Safe Food Australia, 2nd Edition. January 2001
Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood
Australian Dietary Guidelines 2013
Eat for health: Dept Health and Ageing and NHMRC
Food Standards Code
Food Safety Standards www.foodstandards.gov.au
Food Safety Standards for Australia 2001
Food Standards Australia and New Zealand Act 1991
Food Standards Australia New Zealand Regulations 1994
Food Act 2003
Food Regulation 2004
NSW Food Authority
Work Health and Safety Act 2011
Work Health and Safety Regulations 2011
Australian Breast Feeding Association Guidelines
Staying Healthy: preventing infectious diseases in early childhood education and care services

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

Photography Policy

NQS

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| QA4 | 4.2.2 | Professional standards - Professional standards guide practice, interactions and relationships. |
| QA5 | 5.1.2 | Dignity and rights of the child- The dignity and rights of every child are maintained. |
| QA6 | 6.1.2 | Parent views are respected - The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing. |

MTOP

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| LO1 | 1.1 | Children feel safe, secure, and supported |
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Aim

Jannali Before & After School Care believes that any use of photography or video must not place at risk the safety, health or wellbeing of children, educators, families or visitors at the service (My Time, Our Place Outcome 1). We respect the right for children, families or staff to choose not participate when taking photographs and videos.

We encourage all children to express ideas, imagination and diverse perspectives during their play and leisure time at the service and educators document this through written observations and evaluations, as well as photos and videos (My Time, Our Place Outcome 5).

Related Policies

Enrolment & Orientation Policy
 Privacy and Confidentiality Policy
 Social Media Policy

Implementation

To ensure the privacy and safety of children, all employees and volunteers will obtain authorisation from parents/guardians before taking any photographs/videos of children at the Service.

The Nominated Supervisor or Coordinator will ensure:

- our photography policy is discussed during a child's enrolment
- parents/guardians authorise in writing that photographs/videos of their child may be taken at the Service before any photographs/videos are taken

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- the authorisation covers why the photographs/videos will be taken and how they will be used
- parents/guardians authorise who may take photographs/videos ie educators and staff members, school photographers, researchers and students on practicum placements
- parents/guardians consent before photographs/videos of their child are used to publicise the Service, or to support any research projects or study placements
- parents/guardians consent before service photographs/videos of children are posted on any Service's website, Apps, or included in brochures or media articles
- parents/guardians are notified about the presence of researchers and students on practicum placements before they take any photographs/videos of children
- parents/guardians are aware the Service does not accept responsibility for the distribution or use of any photograph/video taken by anyone other than a staff member or educator
- all employees and volunteers are aware of children whose parents/guardians have not authorised the taking of photographs/videos and/or the use of those photographs/videos on social media, websites etc
- they consider privacy issues if sharing photographs/videos of children or educators on digital learning Apps including who may be able to access the photographs/videos
- authorisations include advice that parents/guardians may withdraw their authorisation to take photographs/videos of their children at any time by advising the Approved Provider or Nominated Supervisor in writing
- parents/guardians consent before photographs/videos of their child are posted on the Service's social media account, or a related social media account with which the Service has a professional relationship

Educators must not use their own phone, tablet, laptop etc to take photos/videos of children. If taking photographs/videos using service smart phones/cameras they will:

- only take photographs/videos of children whose parents/guardians have authorised the taking of photographs/videos
- remove children from group photo/video situations if parents/guardians haven't authorised the taking of photographs/videos
- only post photographs/videos of children on social media, Apps or to the service website etc if parents/guardians have authorised this

Educators must never download photos/videos to a personal device or take steps which allow them to access the photos/videos from their own personal device.

The Approved Provider, Nominated Supervisor, Coordinator and Educators will ensure that photographs/videos taken by employees or volunteers are stored securely in hard copy or digital form and cannot be used or reproduced by any unauthorised person. When used publicly the child will only be referred to by their first name and surname initial, unless parents/guardians have authorised use of the child's full name.

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Parents/guardians and families:

- may only photograph/video their own child at the Service unless given permission by another child's parent/guardian
- must not share photos/videos of their children at the service, electronically or in hard copy, or post any of these photos/videos on social media platforms or Apps, if the photo/video also includes another child/children or an educator, unless they have the families' or educator's express consent.

During service events attended by families involving a large number of children (eg concerts) the Nominated Supervisor may ask families before the event if there's anyone who objects to their child being photographed or videoed by another family.

Sources

National Quality Standard

My Time, Our Place Learning Framework

Reviewed: 6th March 2023

Date for next review: 6th March 2024

Physical Activity Policy

NQS

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| QA2 | 2.1.3 | Healthy lifestyle - Healthy eating and physical activity are promoted and appropriate for each child. |
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My Time, Our Place

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| LO3 | Children become strong in their social and emotional wellbeing |
| | Children take increasing responsibility for their own health and physical wellbeing |

Aim

Jannali Before and After School Care aims to provide all children with appropriate, frequent and varied physical activity opportunities, focusing on enjoyment and participation, thereby encouraging positive activity habits in all children.

Related Policies

Inclusion Policy
 Health & Hygiene Policy
 Interactions with Children Policy

Who is affected by this policy?

Children
 Families
 Educators
 Management

Implementation

The service will promote the Australian Government’s physical activity guidelines for children 5-12 years as outlined in the ‘Make your move – sit less and be active for life’ brochure which can be found at the following web address:

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[http://www.health.gov.au/internet/main/publishing.nsf/content/F01F92328EDADA5BCA257BF0001E720D/\\$File/brochure%20PA%20Guidelines_A5_5-12yrs.PDF](http://www.health.gov.au/internet/main/publishing.nsf/content/F01F92328EDADA5BCA257BF0001E720D/$File/brochure%20PA%20Guidelines_A5_5-12yrs.PDF)

Our service will encourage the following recommendations for physical activity for each child in attendance:

- A combination of moderate and vigorous activities for at least 60 minutes a day, including activities that strengthen muscle and bone.

Children who are just starting to get active should begin with a moderate level of activity, for example 30 minutes per day, and steadily increase.

Examples of moderate activities are a brisk walk, a bike ride or any sort of active play.

More vigorous activities will make children “huff and puff” and include organised sports such as football, netball and running. Children typically accumulate activity in intermittent bursts ranging from a few seconds to several minutes, so any sort of active play will usually include some vigorous activity.

Activities that strengthen muscle and bone include skipping, running, jumping, climbing, games like tug-of-war and structured activities like dance and gymnastics.

- A variety of aerobic activities that are fun and suit their interests, skills and abilities. Variety will also offer the child a range of health benefits, experiences and challenges.
- Limited screen time. Children shouldn't spend more than two hours a day using electronic media for entertainment (eg computer games, TV, internet), particularly during daylight hours.

Educator's Will:

- Encourage children to participate in physical activities through programming and spontaneous experiences, and ensure varying levels are catered for
- Encourage and support children to undertake and participate in new or unfamiliar physical activities.
- Participate in physical activity with the children.
- Show enthusiasm for participation in physical activity and organise play spaces to ensure the safety and wellbeing of all individuals in the environment.
- Set up and plan for physical play activities and equipment and where appropriate encourage the children to help with the set-up.
- Listen to children's suggestions on what physical activities they would like to participate in and where appropriate incorporate them into the program
- Set up indoor and outdoor areas in a manner that promotes and encourages safe physical play for all ages and abilities represented at the service.
- Actively encourage children to accept and respect each other's range of physical abilities.

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- Consult with families and resource agencies on providing physical experiences that reflect diverse backgrounds and abilities.
- Role model appropriate footwear and clothing for physical activity.
- Will ensure a balance of active and sedentary activities throughout the child's day and minimize sedentary behaviours unless the child is tired or ill.
- Act as good role models

The service will support the children in:

- The development of their physical skill set by providing regular opportunities for outdoor play.
- The development of their physical skill set by talking with children about how the human body and how important physical activity is for an individual's health and wellbeing.
- The development of their physical skill set by providing experiences for the children that draw on elements of dance, dramatic play and creative movement.

Safe and supportive environments

- Grounds and equipment is checked daily to make sure they are safe to use
- All physical activities are supervised by a staff member/s
- Warm-up and cool down exercises accompany all physical activities
- In adverse weather conditions, outdoor playing time is substituted with equivalent indoor activities
- Students wear hats and apply a 30+ sunscreen on exposed skin at regular intervals when involved in outdoor activities.
- Regular drinks of water are encouraged.
- A well maintained first aid kit is on hand at each activity session.

Equipment

- A wide range of safe, adequate and appropriate equipment for physical activity is available for children.
- All play equipment is regularly maintained and cleaned.

Learning about physical activity

- Students learn about the importance of physical activity for future health
- The service provides physical activity information and guidelines for parents
- There is an annual budget for staff to attend training specific to physical activity for children
- Appropriate physical activity manuals and other resources are available at the service.
- An evaluation of the activity is written up, so that educators can follow up with other activities.



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Sources

Education and Care Services National Regulations 2011

National Quality Standard

Make your move – sit less, be active for life: Department of Health

Australian 24 Hour Movement Guidelines for Children and Young People (5-17 years)

My Time, Our Place Framework for School Age Care

Reviewed: 6th March 2023

Date for next review: 6th March 2024

Physical Environment (Workplace Safety, Learning and Administration) Policy

NQS

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| QA2 | 2.2.1 | Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
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| QA3 | 3.1.1 | Fit for purpose - Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. |
| | 3.1.2 | Upkeep - Premises, furniture and equipment are safe, clean and well maintained. |
| | 3.2.1 | Inclusive environment - Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. |
| | 3.2.2 | Resources support play-based learning - Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. |

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| QA6 | 6.1.1 | Engagement with the service - Families are supported from enrolment to be involved in the service and contribute to service decisions. |
| | 6.1.3 | Families are supported - Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. |

National Law

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| Section | 165 | Offence to inadequately supervise children |
| | 167 | Offence relating to protection of children from harm and hazards |

National Regulations

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| Regs | 82 | Tobacco, drug and alcohol free environment |
| | 99 | Children leaving the education and care service premises |
| | 103 | Premises, furniture and equipment to be safe, clean and in good repair |
| | 105 | Furniture, materials and equipment |
| | 106 | Laundry and hygiene facilities |
| | 107 | Space requirements—indoor |
| | 108 | Space requirements—outdoor space |
| | 109 | Toilet and hygiene facilities |
| | 110 | Ventilation and natural light |

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| 111 | Administrative space |
| 112 | Nappy change facilities |
| 113 | Outdoor space—natural environment |
| 114 | Outdoor space—shade |
| 115 | Premises designed to facilitate supervision |
| 156 | Relationships in groups |
| 168(2)(a)(iii) | Education and care services must have policies and procedures on water safety, including during any water based activity |
| 249 | Declared approved services (other than declared approved family day care services) |
| 251 | Declared out of scope services |
| 274 | Swimming pools |
| 285 | Space requirements |
| 286 | School based children’s services operating before 1 July 2008—saving |
| 287 | Declared out of scope services—indoor space requirements |

MTOP

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| LO2 | Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation |
| | Children become socially responsible and show respect for the environment |

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| LO4 | Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity |
| | Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating |
| | Children transfer and adapt what they have learned from one context to another |
| | Children resource their own learning through connecting with people, place, technologies and natural and processed materials |

Aim

Jannali Before and After School Care provides an environment that ensures the safety, health and wellbeing of children at all times and provides in a physical environment that is safe, appealing, constructive, well-maintained and welcoming to all individuals who use it. Educators will maintain the premises and equipment, adhere to procedures regarding safe practices and operate in line with legislative requirements relating to child protective practices and the Education and Care Services National Regulations and Law. Educators will ensure that children are adequately supervised at all times and that every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury or trauma (National Quality Standards 2.3.1 & 2.3.2).

Related Policies

Animal and Pet Policy
Chemical Spills
Excursion Policy
Health & Hygiene Policy
Nutrition & Food Safety Policy
Incident, Injury, Trauma and Illness Policy

Implementation

The Approved Provider, Nominated Supervisor or Coordinator will provide a stimulating environment that continually engages children and fosters their learning and development while ensuring their safety and that of educators, families and visitors.

Resources and Equipment

The Approved Provider, Nominated Supervisor or Coordinator will:

- provide appropriately sized furniture and equipment in the indoor and outdoor settings for the age ranges at the service
- provide sufficient furniture, resources, materials, toys and equipment for the number of children and ensure they are developmentally appropriate
- check that all equipment, including resources, car seats, booster seats etc meets Australian Standards, is used in line with manufacturer's warnings and instructions eg suitability for outdoor use (if this is unclear they will ask manufacturer's/installers to provide this information) and educators are trained in correct maintenance and assembly
- ensure non-fixed play equipment in the grounds is less than one and a half metres high and that educators can adequately supervise children at all times
- place any outdoor climbing equipment, swings or slides on impact absorbing surfaces (soft fall materials)
- maintain an up to date inventory/registry of equipment
- select resources and equipment that reflect the cultural diversity of our families, local community and nation, including the culture and diversity of Australia's Indigenous community
 - actively seek the views of parents and families about our resources and equipment
- advise educators and families about the purchase of new equipment and ensure a risk assessment is carried out
 - prepare an ongoing prioritised maintenance plan for the service at the beginning of each year, and implement the plan throughout the year, and organise maintenance systems (eg checklists, logs, building and equipment records).

Educators will:

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- provide a list of equipment or resources which need maintenance to the Approved Provider or Nominated Supervisor regularly. The list will prioritise maintenance requirements
- introduce children to new resources and equipment, and teach them how to use and care for them appropriately
- store equipment that should only be used under supervision in a secure place
- regularly check equipment and resources to ensure it is clean and safe
- ensure they comply with cleaning schedules for resources and equipment

Facilities

The Approved Provider or Nominated Supervisor will:

- provide adequate, sufficient and accessible facilities for hand-washing, toileting, eating and resting. Toileting and hand-washing facilities will be accessible from our indoor and outdoor environments
- provide access to clean drinking water in our indoor and outdoor environments
- ensure that the premises and grounds comply with building regulations (Local, State and Federal Government) and the Building Code of Australia in relation to fire, ventilation, lighting and safety glass
- provide appropriate and hygienic areas for food preparation
- implement management plans to ensure the safety of educators, children, families and visitors if the service undertakes major renovations
- ensure there are at least 3.25 square metres of unencumbered indoor space for each child at the service (does not include passageways, bathrooms, food preparation areas, staff or administrative rooms, storage areas, kitchens unless primarily used by children as part of the program and any space not suitable for children)
- ensure there are at least 7 square metres of unencumbered outdoor space for each child at the service (does not include areas like thoroughfares, car parks and storage sheds)

Indoor and outdoor space requirements do not apply to children being educated and cared for in:

- an emergency for no more than two consecutive days the Service operates, or
- exceptional circumstances where all the children are siblings in the same family, or the child is in need of protection under a child protection order

Environment

The Approved Provider, Nominated Supervisor or Coordinator will:

- include natural elements like plants, trees, gardens, rock, mud and water
- provide adequate shading
- ensure the environment is adequately fenced
- incorporate natural and artificial lighting, appropriate ventilation, heating, cooling and fresh air
- include elements that challenge children and encourage appropriate risk taking for the child's developmental level
- incorporate specific requirements for special needs children as seamlessly as possible
- incorporate sustainable practices which develop environmental responsibility

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- ensure elements in the environment encourage children to explore, solve problems, create, construct and engage in critical thinking

Layout

The Approved Provider, Nominated Supervisor or Coordinator will:

- organise the environment so children, educators and visitors can move around without disrupting children's activities
- create spaces which encourage collaborative learning through group interactions and one-on-one interactions
- create areas where children can engage in quiet, restful or independent activities
- establish the environment so children can be adequately supervised at all times
- provide space for administrative functions, consultation with children's parents and private conversations
- keep plans about the arrangement of the rooms and outdoor spaces to show how our service creates inviting learning spaces, and document how the arrangement, resources and equipment contribute to children's learning.
- keep a record of any changes made to the physical environment eg rearrangement of rooms, additions/changes to outdoor environment

Activities

The Approved Provider, Nominated Supervisor, Coordinator and educators will:

- undertake regular risk assessments to ensure risk is minimised or eliminated at all times
- provide adequate and ongoing training in risk management practices for new and existing educators, staff and volunteers
- engage children in a wide variety of indoor and outdoor experiences
- discuss safety issues with children (eg using toys or equipment) and involving children in rule setting to minimise or eliminate safety risks.
- cover unused power points with safety caps, securing all electrical cords and ensuring all double adaptors and power-boards are inaccessible to children
- keep hot drinks out of care areas and never place them within children's reach
- provide families with the latest child-related safety information

Children's Groupings

It is important that children have opportunities to interact with other children and educators in group situations. This contributes to their learning and development and helps children to develop respectful and positive relationships. The Nominated Supervisor, Coordinator and educators will consider whether the size and composition of the group is appropriate by considering whether children:

- are settled
- develop secure relationships with educators and positive relationships with peers.

Safety Checks

To ensure the safety of all children and educators, the Nominated Supervisor, Coordinator and educators will ensure the following safety checks are carried out:

- a daily inspection of the premises before children arrive (use the Indoor and Outdoor Daily Safety Checklists) to ensure the service is safe, secure and hygienic, and there are no dangerous objects on the premises or service grounds, for example sharps or poisonous flora and fauna, including a check of:
 - perimeters
 - fences
 - gates
 - paths
 - buildings
 - all rooms accessible to children
 - fixed equipment

Educators will wear gloves and use tongs to pick up any sharp objects (eg syringes) and place them in the 'sharp object box'. This box will be disposed of in line with local council recommendations. Any maintenance required will be immediately reported to the Approved Provider or Nominated Supervisor who will make the appropriate arrangements to have repairs carried out.

- regular inspections of trees in the service grounds for overhanging, dead or dangerous looking branches as well as for any infestations or nests.
- regular pest inspections by an accredited pest control company. Any recommendations made by the company will be implemented if they will not compromise the health and safety of children and adults.

The Nominated Supervisor or Coordinator will keep records of pest inspections and findings, and records to verify completion of safety checks.

Cleaning of Buildings, Premises, Furniture and Equipment

To ensure that cleaning is carried out regularly and thoroughly and the environment, resources and equipment are hygienic, the Nominated Supervisor, Coordinator will ensure educators and other staff:

- implement cleaning schedules to ensure that all cleaning not carried out by the school cleaner is completed regularly and thoroughly so that the service environment, resources and equipment are hygienic .
- use colour-coded sponges (eg pink for the kitchen, yellow for the bathroom) to eliminate cross-contamination of different areas

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- sanitise or wash and dry hands after cleaning before returning to the children
- clean and dry cleaning equipment between uses so germs can't multiply on the equipment.
- store cleaning equipment securely
- wash dress-up and play clothes regularly
- clean the service at the end of each day and throughout the day as the need arises
- clean up accidents and spills as quickly as possible.

Use of Detergents

Ordinary detergents will be used to help remove dirt from surfaces. Proper cleaning with detergent and warm water, followed by rinsing then drying and airing time kills most germs as they are unable to multiply in a clean environment.

Clothing

Educators will:

- wash their clothing daily
- wear protective garments (eg aprons) to cover clothing that cannot be washed frequently
- have spare clothes available in case of accidents.

Toys

To avoid the spread of disease, educators will:

- wash toys regularly
- immediately remove a toy that has been sneezed on, mouthed, soiled or discarded after play by a child, so it can be washed at the end of the day
- wash toys in warm water and detergent and rinse in clean water
- use a toothbrush or other tool to clean difficult to reach areas eg corners
- take care cleaning toys that cannot be immersed in water eg wooden toys, toys with paper and cardboard and books, and wipe with a damp cloth and detergent
- thoroughly dry toys and books before returning to use. All, toys, including cloth toys and books can be dried by sunlight. Items like LEGO and construction blocks can also be left to drain on a clean tea-towel overnight
- regularly clean outdoor toys and protect from the weather to preserve their lifespan.

Hazardous Substances

When **purchasing** dangerous chemicals, substances, medicines or equipment, the Approved Provider, Nominated Supervisor or Coordinator will:

- select substances which have child resistant lids or caps
- ensure dangerous substances/chemicals are supplied with a Safety Data Sheet (SDS) formerly called a Material Data Safety Sheet
- ensure educators adhere to the manufacturer's instructions for use, storage, and first aid recorded on the SDS
- keep a register of all hazardous chemicals, substances and equipment used at the Service. Information recorded will include where they are stored, their use, any risks, and first aid instructions and the current SDS. The register will be readily accessible.

When **using** dangerous chemicals, substances, medicines or equipment, educators will:

- ensure the child resistant lids or caps are properly closed after use
- adhere at all times to manufacturer's advice and instructions (eg follow advice for products which need to be stored in a refrigerated environment)
- wear appropriate personal protective clothing recommended on the manufacturer's instructions.

When **storing** dangerous chemicals, substances, medicines or equipment, educators will:

- store all dangerous substances in their original containers
- keep all labels and/or use by dates intact at all times
- dispose of (without using) any dangerous substance not stored in the original container, or with destroyed labels and/or unknown use by dates. Disposal will be safe and in line with local council guidelines. Containers will not be reused under any circumstances
- lock all dangerous substances and equipment, including cleaning materials, detergents, toiletries poisons, dangerous tools and equipment with sharp and razor edges, in a place or facility which is labelled, secure and inaccessible to children.
- store any dangerous substances that need to be refrigerated in a labelled, child resistant container, preferably in a separate compartment or in a part of the refrigerator inaccessible to children
- wear appropriate personal protective clothing recommended on the manufacturer's instructions.

First Aid

The Approved Provider, Nominated Supervisor or Coordinator will:

- seek medical advice immediately if poisoning or potentially hazardous ingestion, inhalation, skin or eye exposure has occurred by calling the Poisons Information Line on 131126 or Ambulance service on 000
- immediately ring the emergency services on 000 if there is any major emergency involving a hazardous chemical or equipment, a gas, fire or explosion hazard

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- implement the first aid procedures in the Incident, Injury, Trauma and Illness Policy, and if required the emergency procedures in the Emergency Management and Evacuation Policy, if a child or any other person is injured by a chemical, substance or equipment .

Other requirements

The Approved Provider, Nominated Supervisor or Coordinator will:

- notify the appropriate Workplace Health and Safety Authority if there is any major emergency involving a hazardous chemical or equipment, a gas, fire or explosion hazard or a child or any other person is seriously injured by a chemical, substance or equipment (refer Work Health and Safety Policy).
- regularly implement the Poison Safety Checklist attached to this policy to ensure we protect the health and safety of all children and adults at the service.

Kitchens

The Approved Provider, Nominated Supervisor or Coordinator will ensure:

- children cannot gain access to any harmful substance, equipment or facility

Sun Protection

Refer Sun Protection Policy co-branded from Cancer Council NSW

Extreme Heat

Extreme heat is usually defined as a period of abnormally and uncomfortably hot weather that could adversely affect people's health. Babies and young children are especially vulnerable to extreme heat. To protect the health of our children and educators/staff during periods of extreme heat educators will:

- Regularly offer children water to drink
- Ensure children are dressed in cool clothing eg singlets, short sleeves
- Keep children indoors in a cool, comfortable environment with air conditioning or fans
- Organise water play activities in shade areas or inside
- Use awnings or blinds to block the sun, particularly on sides of the service facing the sun
- Cancel or postpone excursions and outdoor activities
- Check the storage instructions for medications and take appropriate action eg move medication to fridge or request new medication supply if extreme temperature likely to damage medication
- Listen for bushfire messages if in a bushfire risk area
- Ensure children, including siblings of children at the service, are never left in parked cars

When the period of extreme heat has subsided educators will:

- Open the windows if there is a cool breeze
- Allow children outside following our sun safety procedures

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If there is a complete loss of power during a heatwave, educators will implement service procedures for emergency power (see Emergency Management and Evacuation Policy) including the use of battery operated fans to cool children. Families will be contacted to collect children if educators believe children's health is at risk from the heat.

Water Safety

POLICY STATEMENT:

Jannali Before and After School Care will plan experiences with appropriate levels of challenge where children will be encouraged to explore, experiment and take appropriate risks ("My Time, Our Place", Outcome 4), including the use of water as a medium for play in both the outdoor and indoor environment and on excursions.

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

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

The Approved Provider, Nominated Supervisor and educators understand the risks that water hazards pose and will undertake measures to ensure health and safety of all children in the service environment and during excursions.

A water hazard is anything that can hold enough water to cover a child's nose and mouth and includes:

- sinks, basins, fish tanks, fish bowls, baths
- swimming pools, portable pools, spas
- water courses, ponds, sandpits, clam shells
- water troughs, containers and buckets used for play, animal drinking containers
- pooling water.

Educators will:

- complete a risk assessment before allowing children to engage in water based activities at the service or on excursion and ensure all risks are minimised or eliminated where possible.
- ensure no child swims in any water without:
 - written permission from parents.
 - appropriate educator/child ratios in place and adequate supervision.
- closely supervise children at all times and never leave any child unattended near water. This includes:
 - constant monitoring of children within arm's length (1-2 metres)
 - careful and intentional positioning
 - scanning and moving around the environment
 - listening closely for sounds or the absence of noise

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- observing and anticipating children’s behaviour
 - higher adult to child ratios if identified as requirement in risk assessment
 - presence of first aid trained staff.
- ensure children with diarrhoea, upset stomachs, open sores or nasal infections do not swim or play in water.
- ensure all children wear appropriate swimmers in a pool, go to the toilet before entering the pool, and follow correct toileting hygiene practices while in the pool.
- remove all children immediately if a child passes a bowel motion in the pool and advise pool managers if at a public pool.

Services in New South Wales are not permitted to have pools unless they existed on the premises before 6 November 1996. To ensure a safe environment and prevent accidents and illnesses related to water based activities at the service educators will:

- fill wading pools with less than 300 mm of water.
- display a Cardiopulmonary Resuscitation guide prominently near any water.
- immediately empty all portable water hazards (eg buckets and water troughs) after every use and store in a way that prevents water collecting in them (e.g. upright/inverted).
- ensure children’s play areas are safely fenced off from water hazards like rivers, dams, creeks, lakes, irrigation channels, wells.
- check grounds after rain or watering and empty water that has collected in holes or containers.
- ensure all pools and troughs in which children play are hygienically cleaned and disinfected in accordance with the instructions on the container. Educators will:
 - remove leaves and debris daily
 - hose away surface dirt
 - scrub inside with disinfectant and rinse it away before refilling

Severe Storms and Lightning

The effects of severe storms and lightning can be catastrophic. Severe thunderstorms, for example, can produce large hail, damaging wind, lightning and heavy rainfall, which can cause death, injury and damage to property. Sometimes lightning may occur when there isn’t a thunderstorm. Lightning may be seen, for example, during an intense bushfire or heavy snowstorm. It’s important to remember that blue skies and lack of rain do not reduce lightning risk. People do not need to be hit directly by lightning to suffer injury. Electrical current can move along the ground or jump sideways from other objects.

The Nominated Supervisor or Coordinator will include severe storms and lightning activity in their risk assessment of potential emergencies, and all employees will take the steps identified to minimise the risks children and adults are exposed to during these events.

The Nominated Supervisor, Coordinator and educators will monitor storm activity using radar on the Bureau of Meteorology website www.bom.gov.au or app or if this is not available listen to the local radio station for storm warnings and updates.

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When a severe storm threatens the service the Nominated Supervisor, Coordinator and educators will:

- ensure all children stay inside the service until the storm passes, sheltering in the strongest part of the premises if necessary
- secure or store any loose objects in the outdoor environment that could blow around in strong winds
- shelter and secure any animals
- secure all external doors and windows eg tape/board up windows and glass entrances
- use sandbags if required
- disconnect all electrical items, aerials and computer modems - cover and/or move away from windows
- park service vehicles under shelter or cover with firmly tied tarpaulins/blankets if possible

While sheltering inside during a severe storm, the Nominated Supervisor, Coordinator and educators will ensure they and all children stay well clear of windows, doors and any skylights, close curtains/blinds and avoid using a fixed telephone unless absolutely necessary due to lightning danger. The Nominated Supervisor or Coordinator will continue to monitor storm activity and call emergency services if required.

If educators are caught outdoors with children as a severe storm approaches, they will immediately seek shelter in the strongest most enclosed structure available if they are unable to return to the service before the storm reaches them.

After a severe storm passes, the Nominated Supervisor, Coordinator and educators will inspect the outdoor environment for fallen power lines, broken furniture and equipment etc to ensure it is safe before letting children outside to play.

Lightning

Lightning can strike more than 10 kms from the edge of a thunderstorm which is the minimum safe distance from a storm.

Educators will avoid sheltering with children in or near insubstantial structures like picnic sheds and shade shelters, metal structures like fences, gates, poles, high/open ground, water and isolated or tall trees. They will not use umbrellas as this is unsafe when there is lightning.

The Nominated Supervisor, Coordinator and educators will keep children inside or in a safe shelter for at least 30 minutes after the last thunder clap or lightning strike to ensure the storm is a safe distance away. They will continue to monitor the Bureau of Meteorology radar and observe outside conditions before letting children outside.

Visitors

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

Inspection and testing of electrical equipment

Services must ensure that electrical equipment is regularly inspected and tested by a competent person if the electrical equipment is supplied with electricity through an electrical socket and used in conditions where it could be damaged, including exposure to moisture, heat, vibration, mechanical damage, corrosive chemicals or dust. A record of the testing, which may be a tag attached to the equipment tested, must be kept until the equipment is next tested or disposed of and must specify:

- the name of the tester
- the date and outcome of the testing
- the date on which the next testing must be carried out.

Maintenance of Fire Equipment

All fire equipment at our service will comply with relevant laws and regulations, council requirements and the Building Code, and be maintained in line with the Australian Standard AS 1851-2012 (see Attachment D).

Back Care and Manual Handling

Manual handling means any activity requiring the use of force exerted by the person to lift, lower, push, pull, carry or otherwise move, hold or restrain any person or object.

Manual handling injuries can be the result of incorrect manual handling techniques, overuse, or from accidents. Injuries include back strains, and sprains in other parts of the body such as the neck, arm, shoulder and knee, bruising and lacerations.

Employers and managers have a legal duty to provide safe workplaces and implement safe workplace practices.

Policy & Procedure Manual

Principles of Preventing Manual Handling Injuries

1. Eliminate or reduce the amount of manual handling.
2. Reduce the amount of bending, forward reaching, and twisting, in all tasks.
3. Reduce worker fatigue.
4. Keep all equipment in good working order.
5. Keep the workplace environment safe.

The Nominated Supervisor or Coordinator will:

- provide annual training in manual handling and back care
- display written, current information regarding manual handling
- ensure equipment and facilities are designed and maintained to reduce manual handling injuries
- ensure work practices are consistent with safe manual handling guidelines
- ensure educators and staff follow our safe manual handling procedures
- identify, assess and control all risks associated with manual handling
- clearly mark any equipment which requires more than one person to lift or move it.

To help prevent manual handling injuries educators and staff will:

- kneel rather than bend down eg to help a child put their shoes on
- sit rather than bend eg to comfort a child, educators will sit on the floor and encourage the child to sit on their lap
- sit in an appropriate sized chair (or on the floor) so their upper legs are horizontal to hips and feet flat on the floor
- sit in an appropriate sized chair and table to complete writing tasks (eg programming)
- lift safely and avoid twisting, especially with awkward loads
- use a step ladder to reach above shoulder level
- avoid extended reaching forward eg leaning into low equipment boxes
- share the load if the equipment is heavy, long or awkward
- ask for help and organise a team lift when sliding, pulling or pushing equipment that is not easy to move e.g. trestles or gym mats
- rearrange surroundings to meet the needs of both children and adults where possible
- use equipment and furniture that can be moved around as safely and easily as possible
- store seldom-used objects up high between the shoulder-to-raised arm height
- use mechanical aids like ladders and trolleys where possible to avoid lifting and stretching
- Reduce accidents by implementing good housekeeping practices including ensuring:
 - the floors and other walking surfaces are uncluttered, even and non-slippery
 - the environment is tidy
 - there is adequate space to work
 - equipment is maintained regularly

- lighting is adequate.

How to Lift Safely

1. Place your feet in astride position
2. Keep your breastbone as elevated as possible
3. Bend your knees
4. Brace your stomach muscles.
5. Hold the object close to your centre of gravity i.e. around your navel
6. Move your feet not your spine
7. Prepare to move in a forward-facing direction
8. Ask for help when it is not possible to lift on your own

Avoid Twisting when Lifting

To avoid injuries result from twisting educators and staff will:

- move equipment when children are not around
- rearrange storage so that it is easier and safer to replace and remove items
- lift only within the limits of their strength
- use equipment that is easy to move
- ensure they can see where they are going when carrying equipment
- be especially careful when lifting a child with special needs.

Organising a Team Lift

Educators and staff will:

1. Ask a colleague who is willing and able to help, and ideally is fairly well matched with them in size and strength
2. Agree on a plan of action to achieve a coordinated lift
3. Appoint one person as team leader to 'call' the lift.

How to Assess the Correct Storage and Shelving Height

Correct storage and shelving height is important to prevent slips, falls and strains. When standing with feet together and hands by sides:

- the best height range for handling loads is around waist level
- the acceptable height for lifting is any point between a person's knuckle and shoulder.

Sources

ACECQA Policy and Procedure Guidelines

SA Policy and Procedure Guidelines

Education and Care Services National Law and Regulations

My Time Our Place

Dangerous Substances (National Code of Practice for the Labelling of Workplace Substances) Code of Practice Approval 2006

National Quality Standard

Work Health and Safety Act 2011

Work Health and Safety Regulation 2017

Staying Healthy –Preventing infectious diseases in early childhood education and care services 2012

Work Safe Victoria: Children’s services – occupational health and safety compliance kit

Swimming Pools Act 1992

Building Code of Australia

Australian Standards 1851-2005 “Maintenance of Fire Protection Systems and Equipment”

Cancer Council NSW Sample Sun Protection Policy

Royal Life Saving Society Home Pool Safety Checklist

Royal Life Saving Society Wading Pools Checklist

Australian Standard 1926.1 Swimming Pool Safety

Kidsafensw: Playground surfacing

Heat health plan for Victoria

Vic Govt Better Health: How to cope and stay safe in extreme heat

Cancer Council NSW and the National SunSmart Early Childhood Program

Bureau of Meteorology ‘Preparation and safety during thunderstorms’ Australian Government www.bom.gov.au

Get Ready Guide Qld Govt

Lightning Safety Recommendations NSW Sport and Recreation Outdoor Activities (based on Recommendations for lightning protection in sport, Makdissi and Brukner, Medical Journal of Australia 2002)

Education Standards Board SA ‘Heat and bushfires: What to do?’

NQF e-bulletin QLD 12.11.19

Reviewed: 6th March 2023

Date for next review: 6th March 2024

Priority of Access Policy

NQS

6.1.1, 6.3.3, 7.3.2

| | |
|-------|--|
| 6.1.1 | Engagement with the service - Families are supported from enrolment to be involved in the service and contribute to service decisions. |
| 6.3.3 | |
| 7.3.2 | |

National Law

| | |
|---------|--|
| Section | |
|---------|--|

National Regulations

| | | |
|------|-----|--|
| Regs | 108 | |
| | 157 | |

Aim

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

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

Related Policies

Enrolment and Orientation Policy

Privacy and Confidentiality policy

Grievance Policy

Policy & Procedure Manual

PROCEDURE

Families will be advised about the Priority of Access Guidelines when they enrol their children in our service. Families will also have access to a copy of this policy. The Priorities are:

- **Priority 1:** a child at risk of serious abuse or neglect
- **Priority 2:** a child of a single parent who satisfies, or parents who both satisfy, the work/training/study test under Section 14 of the 'A New Tax System (Family Assistance) Act 1999'.
- **Priority 3:** any other child, with first places going to students enrolled at Jannali Public School, then Como PS, then Como West PS, then other schools.

Within the three categories described above, priority will be given to children from:

- Aboriginal and Torres Strait Islander families
- Families which include a person with a disability
- Families on lower incomes
- Families from culturally and linguistically diverse backgrounds
- Socially isolated families
- Single parent families

Within these main 3 categories, and the above points, *Jannali Before and After School Care Centre* has priority for students enrolled at

- Jannali Public School, before any other student
- Como Public School
- Students from other schools in order of enrolment date

When our service has no vacant places and is providing care for a child who is Priority 3 under the Guidelines, the service may require that child to leave the service in order to make room for a child with a higher priority. However, this can only happen if our service:

- Notified the family that our service follows the Priority of Access Guidelines and this Policy when their child first entered care at our service, and
- Gives the family at least 14 days' notice of the need for their child to vacate their place.

When filling vacancies, our service will give priority to school children over children who have not yet started school and may ask a child not yet in school to leave care if a child who is in school applies for a place.

When considering enrolments for the following school year, the service will consider the physical space and accept enrolments ensuring compliance with the Education and Care Services National Regulations and Law is maintained.



Policy & Procedure Manual

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

Sources

Child Care Benefit (Eligibility of Child Care Services Approval and Continued Approval) Determination 2000.

Child Care Service Handbook. Section 6 Service Delivery (6.3 Priority of access).

Family Assistance Act 1999.

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

Privacy and Confidentiality Policy

NQS

| | | |
|-----|-------|--|
| QA4 | 4.2.2 | Professional standards - Professional standards guide practice, interactions and relationships. |
| QA5 | 5.1.2 | Dignity and rights of the child - The dignity and rights of every child are maintained. |
| QA7 | 7.1.2 | Management systems - Systems are in place to manage risk and enable the effective management and operation of a quality service. |

National Regulations

| | | |
|------|---------|--|
| Regs | 181 | Confidentiality of records kept by approved provider |
| | 181-184 | Confidentiality and storage of records |

Aim

Privacy Statement

Jannali Before and After School Care recognises that every individual has the right to ensure their personal information is accurate and secure, and will make every effort to protect the privacy and confidentiality of all individuals associated with the service by ensuring that all records and information about individual children, families, educators, staff and management are kept in a safe and secure place and is not divulged or communicated, directly or indirectly, to another person other than:

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

Related Policies

Governance and Management Policy

Social Media Policy

Child Protection Policy

Enrolment and Orientation Policy

Family Law and Access Policy

Procedure

Collection of personal information

We collect personal information if it is necessary for us to carry out Service operations or to comply with our legal obligations. This includes information required to comply with the National Education and Care Law and Regulations and to promote learning under the My Time, Our Place Framework. Information may also be collected to comply with other Laws including State Health Laws.

During the enrolment process the Approved Provider, Nominated Supervisor or Coordinator will:

- explain what personal information we need to collect, why we need to collect it, whether the information is required or authorised by Law and how it may be shared.
Personal information includes name, address, date of birth, gender, family contact details, emergency contact details, authorised nominee details, parents' occupations, cultural background, home language, religious beliefs, payment details, child care benefit information, immunisation records, medical information, medical management plans, photos of children and family members and information about children's strengths, interests, preferences and needs, including special needs. Personal information also includes "government related identifiers" like Medicare numbers and Child Care Subsidy references.
- advise families about our Privacy and Confidentiality Policy and how to access it.
- advise families all information regarding any child/family enrolled in the service will only be accessible to authorised persons. The Approved Provider and the Nominated Supervisor will determine who is authorised to access records.
- Include our Privacy and Confidentiality Policy to the Enrolment Information on our website www.jannalibasc.com.au and attach a copy to our Enrolment Form (hard copy) and other forms we use to collect personal information.

We usually collect personal information directly from a parent or guardian either in writing or verbally, for example during enrolment, when completing waiting list applications, or as we establish a partnership with families in caring for and educating a child. We may also collect information through our website, social media page, Family Law court orders or agreements, special needs agencies and training courses.

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We may occasionally request information from other organisations which you would reasonably agree is necessary for us to educate and care for a child. We will not request information without obtaining the consent of the individual (or parent) concerned.

In most cases, if we are unable to collect relevant personal information, we will be unable to enrol a child at the Service.

Use or disclosure of personal information

We will not use personal information for any purpose that is not reasonably needed for the proper or effective operation of the service. Personal information may be accessed by and exchanged with staff educating and caring for a child or by administrative staff.

We do not disclose personal information to others unless it would be reasonably expected for us to do this or we have consent. For example, personal information may be disclosed to:

- emergency service personnel so they can provide medical treatment in an emergency
- special needs educators or inclusion support agencies
- volunteers, trainees and work experience students (with consent)
- trainers or presenters if children participate in special learning activities
- the new operator of the Service if we sell our business and you have consented to the transfer of enrolment and other documents listed in Regulation 177 of the National Education and Care Regulations.

We may disclose personal information where we are permitted or obliged to do so by an Australian law. For example, personal information may be disclosed to:

- authorised officers when our service is assessed and rated under the National Education and Care Law and Regulations
- Government employees (eg for Child Care Subsidy, Immunisation, Medicare purposes)
- software companies that provide child care management systems
- management companies we may engage to administer the Service
- software companies that provide tailored computer based educational tools for children
- lawyers in relation to a legal claim.
- officers carrying out an external dispute resolution process
- a debt collection company we use to recover outstanding fees
- authorities if we are taking action in relation to unlawful activity, serious misconduct, or to reduce or prevent a serious threat to life, health or safety.

Quality of personal information

The Approved Provider, Nominated Supervisor or Coordinator will take reasonable steps to ensure the personal information we collect, use and disclose is accurate, current and complete. Educators and staff will:

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- view original sources of information if practical when information is collected.
- collect and record personal information in a consistent format, for example using templates for enrolment, incident, injury, trauma and illness and administration of medication.
- record the date personal information was collected or updated.
- update information in our physical or electronic records as soon as it's provided.

In addition the Approved Provider, Nominated Supervisor or Coordinator will:

- regularly remind families via re-enrolment forms, newsletters, emails or through displays on the Service notice board to update their personal information including emergency contact details and their child's health information.
- ask parents to update their enrolment details annually, or whenever their circumstances change.
- verify the information is accurate, current and complete before disclosing it to any external organisation or person.
- ensure documentation about children and families is based on facts and free from prejudice.

Security of personal information

The Service will ensure that documents set out in the Education and Care Services National Regulations (Regulation 177) are kept in a safe and secure place for the length of time outlined in Regulation 183 (2). The Approved Provider, Nominated Supervisor or Coordinator will take reasonable steps to protect personal information from misuse, interference and loss, unauthorised access, modification or disclosure. These steps include:

- taking responsibility for the security of personal information and regularly checking the practices implemented to protect it. This will include management of access privileges to ensure only people who genuinely need to see personal information can access it.
- ensuring information technology systems have appropriate security measures including password protection, anti-virus and 'malware' software, and data backup systems.
- ensuring physical repositories of personal information are secure in filing cabinets that are locked when a Responsible Person is not present. A locked storage compactor is in a storage room in the library building.
- ensuring all educators and staff are aware of their obligations in relation to the collection, use and disclosure of personal information, through activities like mentoring, staff meetings or on-line training courses.
- requiring all educators, staff, volunteers and work experience students to sign a 'Confidentiality Statement' acknowledging that personal information:
 - can only be accessed if it is necessary for them to complete their job
 - cannot be disclosed to other organisations (including colleges, RTOs) or discussed with individuals outside the service including personal family members unless they have written consent from the person (or parent) concerned.
 - must be stored in compliance with service practices which safeguard its security.

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- ensuring records which we don't need to keep, including unsuccessful job applications and records which fall outside the record keeping timeframes under the National Education and Care Law and Regulations are destroyed in a secure way as soon as possible by, for example, shredding or permanently deleting electronic records including archived or back-up copies. Where possible, the destruction of records containing personal information will be overseen by two staff members.
- making sure employees and other relevant persons only have access to the personal information required to do their job
- 'de-identifying' personal information which may come into the public domain. For example, removing identifying names or details from newsletters etc.
- ensuring staff comply with our Social Media Policy (for example by obtaining authorisation from a child's parents before posting any photos of their child on the Service social media page, and not posting personal information on any social media page which could identify children or families.)
- ensuring confidential conversations with parents or with staff are conducted in a quiet area away from other children, parents and staff.
- ensuring no personal information regarding a staff member is given to anyone without his/her written permission.

Breaches of Personal Information

The Approved Provider or Nominated Supervisor will notify individuals and the Australian Information Commissioner (the Commissioner) if personal information is lost (hard copies or electronic), accessed or intentionally/unintentionally disclosed without authorisation, and this is likely to cause one or more persons serious harm.

Data Breach Response Plan

Employees must notify the Approved Provider or Nominated Supervisor about a breach or suspected breach of personal data as soon as they suspect the breach or become aware a breach has occurred. The Approved Provider or Nominated Supervisor will:

- quickly assess the situation to decide whether or not there has been a breach. This assessment must be completed within 30 days
- record the nature of any data breach, and the steps taken to immediately contain the breach where possible and ensure it does not happen again. If necessary they will contact external experts for advice and guidance, for example on cybercrime (hacking) and information technology security measures like access, authentication, encryption and audit logs
- notify the Commissioner and the individuals where there is a risk of serious harm after a data breach
- liaise with their insurer to determine whether the insurance policy covers data breaches and any steps they need to take
- evaluate the effectiveness of their response to the data breach and implement improvements to the Plan if required after all notifications, records and remedial action are taken.

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Serious harm

The Approved Provider or Nominated Supervisor will decide whether serious harm of a physical, psychological, emotional, financial or reputational nature is likely once fully informed about the type and extent of the breach. They will consider the type and sensitivity of the information, the type of security protecting the information if any (eg encryption) and how likely it is the information will be used to cause harm to individuals. Examples of the kinds of information that may increase the risk of serious harm include sensitive information like an individual's health records, documents commonly used for identity fraud eg Medicare card, birth certificates and financial information.

The Approved Provider or Nominated Supervisor will also consider how long the personal information has been accessible because serious harm is more likely the longer it has been since the data breach.

Where a data breach occurs, there may be not always be a risk of serious harm. This may be the situation, for example, if a trustworthy person or organisation who has received personal information in error confirms they have not copied, and have permanently deleted the information, or where expert advice states it is unlikely encrypted data can be accessed.

Where they are satisfied there is no risk of serious harm, the Approved Provider or Nominated Supervisor are not required to notify individuals or the Commissioner about the breach. They may choose to advise the individuals concerned about the breach and the action taken. The Approved Provider or Nominated Supervisor will however appropriate keep records about the breach.

Notifying the Commissioner

Where there is a risk of serious harm after a data breach, the Approved Provider or Nominated Supervisor will prepare a Statement for the Commissioner which includes the name and contact details of the Approved Provider or Nominated Supervisor, a description of the data breach (including date occurred and detected and who obtained information), the type of information involved (why it may cause serious harm), and the steps individuals at risk of serious harm should take in response to the breach (eg steps to request new Medicare card or credit card). The Approved Provider or Nominated Supervisor will get specialist advice about the recommended steps if required. They may use the Notifiable Data Breach Form available online from the Office of the Australian Information Commissioner to notify the Commissioner.

Notifying Individuals

Where there is a risk of serious harm after a data breach, the Approved Provider or Nominated Supervisor will notify individuals about the breach as soon as possible using the most appropriate communication methods for the individuals concerned eg a telephone call, SMS, physical mail, social media post, or in-person conversation. The information provided is the same as that required for the Commissioner. It might also explain steps the Service has taken to reduce the risk of harm to individuals. The Approved Provider or Nominated Supervisor may notify everyone whose personal information was part of the breach or only those individuals at risk of serious harm. If this is not

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possible or practical, they may publish a copy of the Statement, for example on their website or Facebook page, and take steps to ensure individuals at risk of serious harm see the publication.

Access to personal information

Individuals may request access to their (or their child's) personal information and may request the correction of any errors. These requests may be made to the Approved Provider or Nominated Supervisor by telephone, email or by mail.

Personal information will be provided as soon as possible, and no later than 30 days from a request. We will provide the information in the form requested, for example by email, phone, in person, hard copy or electronic record unless it is unreasonable or impractical to do this for example due to the volume or nature of the information.

The Approved Provider or Nominated Supervisor will always verify a person's identity before providing access to the information, and ensure someone remains with the individual to ensure information is not changed or removed without our knowledge.

There is no charge for making a request to access the information. However, we may charge a reasonable cost for staff, postage and material expenses if the information is not readily available and retrieving the information takes a lot of time. We will advise you of the cost and get your agreement before we proceed.

There may be occasions when we are unable to provide access because we believe:

- giving access would be unlawful, the information relates to unlawful activity or serious misconduct, or it may prejudice the activities of a law enforcement body.
- there is a serious threat to life, health or safety.
- giving access would unreasonably affect the privacy of others.
- the request is frivolous or vexatious, for example to harass staff.
- the information relates to legal proceedings (eg unfair dismissal claim) between the Service and the individual.
- giving access would reveal sensitive information about a commercial decision.

We may, however, provide the information in an alternative way for example by:

- deleting any personal information which cannot be provided
- providing a summary of the information
- giving access to the information in an alternative format
- allowing the individual to inspect a hard copy of the information and letting them take notes.

We will advise in writing if we are unable to provide access to the information, or access in the format requested. The advice will include the reasons for the refusal to provide the information (unless it is unreasonable to do this) and information about how to access our grievance procedure.

Policy & Procedure Manual

Correction of personal information

Individuals have a right to request the correction of any errors in their personal information. These requests may be made to the Approved Provider, Nominated Supervisor or Coordinator by email or mail.

The Approved Provider, Nominated Supervisor or Coordinator will take reasonable steps to correct personal information that is inaccurate, out of date, incomplete, irrelevant or misleading as soon as it is available. The Approved Provider, Nominated Supervisor or Coordinator will:

- take reasonable steps to ensure information supplied by an individual is correct.
- verify the identity of an individual requesting the correction of personal information.
- notify other organisations about the correction if this is relevant, reasonable or practical.
- advise the individual about the correction to their information if they are not aware.
- if immediately unable to correct an individual's personal information, explain what additional information or explanation is required and/or why we cannot immediately act on the information provided.
- if unable to correct the information, include reasons for this (for example we believe it's current) and inform the individual about our grievance procedure and their right to include a statement with the information saying they believe it to be inaccurate, out-of-date, incomplete, irrelevant or misleading.
- correct the information, or include a statement if requested, as soon as possible.

Complaints

If an individual believes we have breached Privacy Laws or our Privacy Policy, they may lodge a complaint with the Approved Provider, Nominated Supervisor or Coordinator by email or by mail. The Approved Provider, Nominated Supervisor or Coordinator will follow the Service's Grievance Policy to investigate the complaint. Individuals who are unhappy with the outcome of the investigation may raise their complaint with the Office Australian Information Commissioner www.oaic.gov.au GPO Box 5218 Sydney NSW 2001 or GPO Box 2999 Canberra ACT 2601, phone 1300 363 992 or email enquiries@oaic.gov.au

Sources

National Quality Standard
Education and Care Services National Regulation
Privacy Act 1988 (includes Australian Privacy Principles)
United Nations Convention of the Rights of a Child

Reviewed: 6th March 2023

Date for next review: 6th March 2024

Removal and assumption of care of a child from the service by Community Services Policy

NQS

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|-----|-------|--|
| QA2 | 2.2.3 | Child protection - Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. |
|-----|-------|--|

National Regulations

| | | |
|------|-----|---|
| Regs | 181 | Confidentiality of records kept by approved provider |
| | 168 | Education and care services must have policies and procedures |
| | 157 | Access for parents |

Aim

The purpose of this procedure is to provide guidance for children’s services when responding to a Community Services request for removing a child or young person at immediate risk of significant harm, with or without a search warrant or Children’s Court order.

OVERVIEW

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

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

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

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

Community Services must ensure that the child’s parents/carers are kept informed of the whereabouts of the child:

- by disclosing the whereabouts of the child where the disclosure would not prejudice the child’s safety, welfare, wellbeing or interests, or
- by not disclosing high level identification information (including name and address of the

Policy & Procedure Manual

carer; information that may identify the placement; or contact information) where the disclosure would prejudice the child's safety, welfare, wellbeing or interests

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

- the person's name and authority to conduct the removal
- the reasons why the child or young person is being removed
- that the law authorises the person to conduct the removal
- what is likely to happen to the child or young person after they have been removed

This information may be provided verbally at the time, however must be provided in writing as soon as practicable in a language and manner the child or young person can understand.

The child (10+ years) must be informed they may contact any person and be assisted to contact that person.

Community Services is responsible for arranging a placement for the child, where required.

Community Services will not ordinarily return the child(ren) to their parents or carers until it assesses that it is safe to do so or the Children's Court orders it.

Procedure

If Community Services representatives arrive at the service to remove or assume the care responsibility of a child, please ensure this procedure is followed:

Community Services will contact the service to seek approval from the Coordinator/Authorised Supervisor or the most senior staff member on shift to collect the child, and advise about the need to remove or assume the child from the service, including the names of the representatives and the proposed arrival time (Community Services may be assisted by Police).

In preparation for the attendance of Community Services, centre staff should sit with the child in a comfortable area, e.g. foyer, office or staff room (this will reduce distress to other children). Ensure that the other children at the centre will still be adequately supervised.

Do not contact the child's parent/s to advise them about the impending removal of the child.

Contact any supervisor or employer immediately to advise that your service will have a child removed from care by Community Services representatives and the approximate time.

If there has not been a prior call from the Community Services or the representatives do not advise their names upon arrival the Coordinator/Authorised Supervisor should:

- confirm the identification of the representatives (formal ID)
- record the names and contact details of the representatives and the names of any Police in attendance
- request that they sign the visitor in/out book

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If there is any doubt about the identity of the Community Services representatives the Coordinator/Authorised Supervisor should contact the relevant Community Services Centre for verification or, if the removal is taking place outside office hours, contact the Child Protection Helpline on 133627 (the mandatory reporting number).

Where there is a Children’s Court Order or a search warrant, Community Services representatives will serve an Order on the person at the service who appears to have the care and protection of the child and provide them with an information booklet about the removal (a child or young person may be removed with or without a search warrant or Children’s Court order depending on the circumstances).

Ensure a representative signs the child out and that parents have been informed. An official must remain at the service until it is confirmed that the parent has been informed of the child’s removal from the centre.

Staff Safety

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

Complaints

Service staff or parents can also contact the Community Services Complaints Unit on 1800 000 164 if they have a complaint in relation to the removal.

Sources

Child Story

Office of the Children’s Guardian

My Time, Our Place

Education and Care National Regulations 2011

National Quality Standard

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

Rest, Relaxation and Clothing Policy

NQS

| | | |
|-----|-------|--|
| QA2 | 2.1.1 | Wellbeing and comfort - Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. |
| | 2.1.2 | Health practices and procedures - Effective illness and injury management and hygiene practices are promoted and implemented |
| | 2.2.1 | Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard |
| | 3.1.1 | Fit for purpose - Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child |
| | 3.1.2 | Upkeep - Premises, furniture and equipment are safe, clean and well maintained |
| | 6.1.2 | Parent views are respected - The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing |
| | 6.1.3 | Families are supported - Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing |
| | 7.1.3 | Roles and responsibilities - Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service |

National Law

| | | |
|---------|-----|--|
| Section | 165 | Offence to inadequately supervise children |
| | 167 | Offence relating to protection of children from harm and hazards |

National Regulations

| | | |
|------|--------------|---|
| Regs | 81 | Sleep and Rest |
| | 82 | Tobacco, drug and alcohol-free environment |
| | 103 | Premises, furniture and equipment to be safe, clean and in good repair |
| | 105 | Furniture, materials and equipment |
| | 106 | Laundry and hygiene facilities |
| | 110 | Ventilation and natural light |
| | 168(2)(a)(v) | Education and Care Services must have policies and procedures relating to sleep and rest for children |

MTOP

| | |
|-----|--|
| LO3 | Children take increasing responsibility for their own health and wellbeing |
|-----|--|

Aim

Jannali Before & After School Care aims to meet each child's needs for rest and relaxation in a safe and caring manner that takes into consideration the preferences and practices of each child's family.

Related Policies

Enrolment and Orientation Policy
 Health and Hygiene Policy
 Medical Conditions Policy
 Physical Environment Policy
 Staffing Arrangements Policy

Procedure

The Nominated Supervisor or Coordinator will ensure:

- there is a comfortable and calm environment available for children to engage in rest and quiet activities or experiences.
- resting children are adequately supervised and educator to child ratios are maintained at all times children are resting.

The Nominated Supervisor or Coordinator will ensure educators, staff and volunteers:

- provide a range of active and restful experiences and environments and support children to make appropriate decisions regarding participation. Educators will consider the activities that children have participated in at school.
- accommodate each child's and family's preferences for rest and clothing to the extent they are consistent with our policies and requirements. This includes preferences related to a child's social and cultural heritage.
- communicate with parents about their child's routines at the service and at home.
- monitor the temperature of the rest environment to ensure it is comfortable without becoming too hot or cold.
- work with children to develop their understanding of the benefits of rest and relaxation. Children will be encouraged to communicate their needs and to make appropriate decisions.

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- negotiate the need for rest and relaxation with children. Children will be encouraged to have input into the rules and routines that facilitate the rest and relaxation requirements of all children at the service.
- group children in a way that minimises overcrowding.
- respect the privacy needs of each child during times when they are dressing, using the toilet facilities or for personal hygiene needs.

Children's Clothing

Educators, staff and volunteers will discuss with parents the need for children to be dressed in clothes that:

- are suitable for the weather i.e. loose and cool in summer to prevent overheating and warm enough for cold weather including outdoor play in winter.
- protect them from the sun during outdoor play (refer Sun Protection Policy).
- allow children to explore and play freely.
- can get dirty when children play and engage in Service activities.
- include appropriate footwear so children can play comfortably and safely. i.e. thongs, clogs or backless shoes have a trip factor and do not allow children to use equipment safely.
- are clearly labelled with the child's name.

Educators, staff and volunteers will:

- ensure children are protected from the sun during outdoor activities in accordance with the Sun Protection Policy.
- monitor children to ensure they are appropriately dressed for all weather, play experiences and rest.
- provide clean and appropriate spare clothing to children if needed.
- encourage children to use aprons for messy play and art experiences to protect their clothing.

Sources

Education and Care Services National Law and Regulations

National Quality Standard

My Time Our Place

Work Health and Safety Act 2011

Work Health and Safety Regulations 2017

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

Social Media Policy

NQS

| | | |
|-----|-------|--|
| QA4 | 4.2.2 | Professional standards - Professional standards guide practice, interactions and relationships. |
| QA5 | 5.1.2 | Dignity and rights of the Child - The dignity and rights of every child are maintained. |
| QA6 | 6.1.2 | Parent views are respected - The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing |
| QA7 | 7.1.2 | Management systems - Systems are in place to manage risk and enable the effective management and operation of a quality service. |

National Regulations

| | | |
|------|---------|--|
| Regs | 181 | Confidentiality of records kept by approved provider |
| | 181-184 | Confidentiality and storage of records |

Aim

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

Our aim is to encourage all children to use and access information and communication technologies to express ideas, access images and information, and explore diverse perspectives, engaging these tools for designing, drawing, editing, and composing (My Time, Our Place Outcome 5).

We believe that any use of social media must not place at risk the safety, health or wellbeing of children, educators, families or visitors at the service (My Time, Our Place Outcome 1).

Definition

Social Media: Interactive platforms and applications through which individuals and communities create and share user-generated content using accessible publishing technologies. Social media is distinct from industrial media, such as newspapers, television, and film.

Related Policies

Governance & Management Policy
Privacy and Confidentiality Policy

Procedure

A social networking website can be defined as a website used to socialise or communicate. These include but are not limited to Facebook, Instagram, TikTok and Twitter (including usage on any device such as the internet, mobile telephone or tablet).

Personal Social Media Accounts

While personal social media settings can restrict those who are able to access accounts, social networking sites are by their nature a public form of communication. There is always the potential that personal accounts can be accessed by the public or by “friends of friends” of whom we may have been previously unaware. It is therefore extremely important not to post information about the Service, children or families on personal social media accounts.

In relation to their personal social media accounts, the Approved Provider, Nominated Supervisor, Coordinator, educators, staff members and volunteers will not:

- access their social media accounts on any device while educating and caring for children.
- send or accept ‘friend requests’ from parents or family members that have children at the Service.
- post any information about what happens at the Service.
- post any photos taken at the service or on an excursion. If this occurs families will be contacted immediately. If possible, the social networking website will be contacted to delete the photos.
- post any material that is offensive, defamatory, threatening, harassing, bullying, discriminatory or otherwise unlawful.
- post any material that could bring their professional standing into disrepute.
- post any material that could damage the employment relationship, the employer’s/Service’s reputation or commercial interests, or bring the employer/Service into disrepute.
- pose as a representative of the employer or express views on behalf of the employer.
- use the service logo or email without permission.
- disclose confidential, private or sensitive information.
- publicise workplace disputes.
- not use a personal camera or mobile phone to take photographs or video at the service or during excursions.

Educators, staff and volunteers will not use their personal camera or phones to take photos or video while at the service.

The Approved Provider, Nominated Supervisor or Coordinator will:

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- use our Grievance Guidelines to investigate any circumstances where an employee or volunteer brings their professional standing into disrepute by posting information on their personal social media account that is offensive, defamatory, threatening, harassing, bullying, discriminatory or otherwise unlawful. A possible outcome of the investigation for employees is termination of employment.
- use our Grievance Guidelines to investigate any circumstances where an employee or volunteer damages the reputation or commercial interests of the Service/employer through material posted on their personal social media account, including material that is confidential, private or sensitive. A possible outcome of the investigation for employees is termination of employment.
- use our Grievance Guidelines to investigate any instance where someone working at the Service is defamed, bullied or harassed on social media by a family or community member connected to the Service. Families will not defame, harass or bully any person working at the Service through social media and may face possible termination of their child's place at our service if this occurs.
- contact the police and other relevant authorities if a person working at the Service breaks the law in relation to social media eg through defamation or bullying.

Service Social Media Account

Our Service has a social media account to communicate and share information with our Service families and community.

The Approved Provider, Nominated Supervisor or Coordinator will:

- obtain authorisation from a child's parents before posting any photos of their child on-line.
- obtain families' consent to what information will be posted on-line, and how it will be shared.
- ensure personal information about families and children is not posted on-line, including information that could identify them eg address.
- set high privacy or security settings on the account and consider whether to restrict access eg through the establishment of a group account where families are invited to join.
- regularly change passwords to the account.
- activate password protected screen savers on all computers at the Service and ensure all social media users at the Service always log off before leaving.
- administer the social media page to maintain strict control of the information that is added.
- manage our Service's social media account.
- regularly scan online content related to the Service.

Family and Visitors

- May not use a personal camera or mobile phone to take photographs at the service or during excursions unless they are only taking images of their own child.
- Must not post information about the service, staff, management, families or any matters relating to the service on a social networking site.



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- Must not use social media to harass or bully others.

Children

- May not access a social networking site.
- May only use electronic media at the times specified by staff. DS games etc. must be G or PG rated only.
- Must leave mobile phones either in school bags or in the office at all times unless specific permission to use the mobile phone has been granted by the educators.
- Children must take responsibility for any electronic devices they bring from home.
- Must not use social media to harass or bully others.

Sources

National Quality Standard

Education and Care Services National Regulations 2011

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

Staffing Arrangements Policy

NQS

| | | |
|-----|-------|--|
| QA4 | 4.1.1 | Organisation of educators - The organisation of educators across the service supports children's learning and development |
| QA7 | 7.1.3 | Roles and Responsibilities - Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service. |

National Law

| | | |
|---------|------|--|
| Section | 5 | Definitions (nominated supervisor consent in writing) |
| | 56 | Notice of change to nominated supervisor |
| | 56A | Notice of change of a nominated supervisor's name or contact details |
| | 161 | Offence to operate education and care service without nominated supervisor |
| | 161A | Offence for nominated supervisor not to meet prescribed minimum requirements |
| | 162 | Offence to operate education and care service unless responsible person is present |
| | 162A | Persons in day-to-day charge and nominated supervisors to have child protection training |
| | 165 | Offence to inadequately supervise children |
| | 169 | Offence relating to staffing arrangements |
| | 170 | Offence relating to unauthorised persons on education and care service premises |
| | 173 | Offence to fail to notify certain circumstances to Regulatory Authority |
| | 174 | Offence to fail to notify certain information to Regulatory Authority |

National Regulations

Regulations numbered 240 and higher are state or transitional regulations

| | | |
|-----|------|---|
| Reg | 10 | Meaning of actively working towards a qualification |
| | 117A | Placing a person in day to day charge |
| | 177B | Minimum Requirements for a person in day to day charge |
| | 117C | Minimum Requirements for a Nominated Supervisor |
| | 118 | Educational Leader |
| | 120 | Educators who are under 18 to be supervised |
| | 10 | Meaning of actively working towards a qualification |
| | 120 | Educators who are under 18 to be supervised |
| | 122 | Educators must be working directly with children to be included in ratios |
| | 123 | Educator to child ratios—centre-based services |
| | 126 | Centre based services – general educator qualifications |
| | 136 | First aid qualifications |
| | 150 | Staff record must include name of responsible person at service each time children being educated and cared for by the service. |
| | 173 | Prescribed information to be displayed |

Aim

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

Related Policies

Child Protection Policy

Governance and Management Policy

Excursion Policy

Staff Selection

QUALIFICATIONS

- Coordinator
 - Desirable, minimum 3 years' experience in a relevant field and demonstrated ability to work with children and staff.
 - Has successfully completed a Diploma in OOSH or an equivalent level certificate.
 - Holds a current Working With Children's check number.
 - Holds a current first aid and CPR certificate or willing to undergo training to obtain this.
 - Holds an anaphylaxis and asthma certificate or is willing to undergo training to obtain this
 - A person of good character, who can be entrusted with providing adequate care for the welfare of the children.
 - Awareness of child protection responsibilities, and has completed the relevant child protection training.
 - Holds a current Drivers Licence with at least 3 years driving experience.
 - Has a good ability to communicate with adults, children and management.
 - A proven ability to supervise and support educators.
 - The Coordinator will be a minimum of 25 years of age.

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- Assistant Coordinator (if applicable)
 - Relevant training as above (Diploma or equivalent certificate) and/or relevant experience to successfully fulfil the position.
 - Holds a current first aid and CPR certificate or are willing to undergo training to obtain this.
 - Holds a Working With Children's check number.
 - A person of good character, who can be entrusted with providing adequate care for the welfare of the children.
 - Awareness of child protection responsibilities and has completed the child protection training or willing to undergo training to obtain this.
 - Holds a current Drivers' License with at least 3 years driving experience.
 - Has an ability to communicate with adults and children.

Recruitment: Selection Panel

- When a permanent position becomes available, management will appoint a panel to conduct the selection process.
- Three people will be on the panel, two members of management and the centre Coordinator as the third person, if selecting for a permanent position. A convener of the panel will be nominated.
- Where the position is for Centre the outgoing Coordinator, a staff representative may be placed on the panel in addition to the other three positions.
- The panel will:
 - Approve the job description and select criteria for the position.
 - If the position requires a possible increase or change in the staffing formula, the committee will ensure that staff rights are secured, and that no redundancies of permanent staff will occur through the appointment.
 - Determine the method of selection and if appropriate, place an advertisement including notification of the Working With Children Check (WWCC).
 - Ask applicants to consent to screening.
 - Short-list the applicants.
 - Arrange interview questions, date and time.
 - Contact the applicants for interview.
 - Conduct the interviews.
 - Arrange for the WWCC to be conducted on the preferred applicant.
 - Ensure that approval for selected educator has been approved under WWCC.
 - Make a decision on a suitable applicant, which is put before management for final approval.

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- Offer the position to the successful applicant and contact the unsuccessful applicants after the position has been accepted.
- Set date for the commencement of employment and orientation of the new person.
- Prepare letter of employment and contract.

Recruitment: Advertisements (When Required)

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

Recruitment: Interview

- The selection panel will draw up suitable interview questions, which relate to all aspects of the position and ensure equal opportunity guidelines are followed. The panel will decide who will ask each question.
- The panel shall draw up a list of essential requirements for each answer.
- No longer than 5 days after the closing date the panel will meet to discuss the applications, develop a short list and decide on the interview date and times.
- An appropriate time frame (approximately 30 minutes) will be allocated to each interview
- A nominated person on the selection panel will contact the applicants to determine the time and date of interview.
- Each applicant will be given a copy of the job description and relevant child protection forms before the interview.
- Each applicant will be asked the same questions with their answers recorded.
- The selection panel will discuss each applicant and their suitability for the position based on their answers, qualifications and experience, comments from referees, and the selection criteria drawn up by the panel.
- Should the panel have difficulty in deciding between two applicants, a second interview for these applicants will be conducted, with a new set of questions.
- The panel will then make a decision on the applicant for the job according to the selection criteria. The preferred applicant's referees will be contacted to confirm applicant's suitability and checked with the approved screening agency before offering the applicant the position in a 'child related' field.
- Should the applicant decline the position, management will either make a second choice from the other applicants or if none are seen as suitable, re-advertise or recruit for the position.

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Recruitment: Notification

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

Recruitment: Equal Employment Opportunities

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

Conditions Of Employment

- All relevant conditions set down by the award will apply to all employees.
- This includes Personal and Carers Leave, Annual Leave, overtime, jury duty, study leave, etc. which are entitlements for all permanent employees only.
- The Approved Provider and JBASC Sub Committee will ensure they are aware of the appropriate conditions and keep up to date in relation to any changes in the Award.
- Educators are encouraged to remain up to date with their appropriate conditions and inform management of any significant changes.
- Educator appraisals will take place after a period of one month in the position.
- Appraisals will then be conducted on an annual basis.
- All educators will maintain professional behaviour at all times.
- All grievance issues are to follow the appropriate procedures as outlined in the grievance and discipline and dismissal policies.
- Educators will be paid fortnightly in the form as advised by management.

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- Annual leave for permanent employees will be taken as negotiated with management, but not usually before one year has been worked.
- Annual Leave when necessary will be rostered to ensure the required staffing levels are maintained at all times.
- Applications for leave need to be submitted in writing 4 weeks prior to the applied leave being taken and be approved by management.
- Management, based on each individual's request, will determine applications for leave without pay.
- Each educator will supply and record their full name, address, date of birth, evidence of any qualifications they hold including first aid and the identifying number of the employees Working With Children Check.

Casual Staff Employment

- Casual staff are employed to cover the staff: child ratio requirements to replace permanent staff on leave, or in line with the extra sessions attached to the ISS funding. Casual staff are not entitled to any paid leave, but have a 25% loading on the regular wages paid for the position.
- Casual staff need all documentation as for permanent employees including the WWC check, before they can be employed.
- Casual staff do not have to undergo a formal interview process, but need to be vetted and approved by the Coordinator.
- Casual staff may attend training and development courses, if approved by the Coordinator and management, but are not entitled to paid time for this training, only the cost of the course.

Staff Orientation

- The Coordinator will conduct the orientation process as soon as possible after the applicant has accepted the position.
- The orientation process will include:
 - Introductions to existing educators and management
 - Guided tour of the service
 - Being shown where all relevant records are kept
 - Discussion about working arrangements and expectations, including professional code of conduct and duty of care
 - Information about the review and appraisal system
 - Opportunity to ask any questions regarding the service or expectations.
 - The new educator will be provided with the following information:
 - Service operation and hours.

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- The service philosophy and policies.
- Staff Handbook.
- Service's code of conduct.
- Job description.
- Emergency procedure duties.
- List of current educators, management and their positions.
- Terms and conditions of employment.
- Union membership information.
- Superannuation information and forms.
- Taxation forms.
- Probation period and review and appraisal procedure.
- Appropriate lines of communication with educators and management.
- After the period of one week, the Coordinator will sit down with the new employee to address any further issues they may have once they have been in the service.
- All staff will be informed of their responsibilities as a Mandatory Reporter as part of their orientation and induction process. This will involve discussion regarding their current understanding, use of this policy and resources and access to Child Protection training. Information related to sexual grooming will also be provided upon orientation to ensure that staff are fully aware of the signs and limits related to appropriately interacting with children.

Staff Professionalism

- The OSHC Code of Professional Standards, duty of care and expectations will be discussed in the initial orientation process of all new educators.
- Educators will be made aware of their duty of care and their responsibility in relation to supervision, health and safety of the children.
- Professional behaviour in all areas will be reviewed as part of the ongoing employment of all educators.
- Management, in conjunction with the Coordinator, will immediately address any breach in the professional expectations outlined. If the concern involves the Coordinator, the convenor of the subcommittee and one representative of the P&C, will conduct the discussion. All discussions will be recorded and standard of behaviour and expectations clearly explained.
- Any further problems will be addressed as per the discipline procedure.
- Educators will be made aware of the services philosophy and policies and will be expected to follow these. Should educators have any concerns with the policies, they are to raise this with the Coordinator or management liaison officer.
- Educators will be expected to know, understand and perform their duties as per their job

Policy & Procedure Manual

description.

- Educators will be expected to maintain and improve their skills through participation in training and development opportunities. Management will ensure that finances are made available in the budget training.
- Educators will be expected to start duties on time.
- Educators will be expected to dress appropriately for their duties.
- Educators must not attend work under the influence of drugs or alcohol.
- Educators should not attend work when they are unfit to do so due to injury or sickness and must inform the service as soon as possible.
- Educators will use only suitable language that is not offensive to other educators, families and children.
- Educators will be expected to follow all confidentiality issues.
- The service is a smoke free zone. Educators may not smoke in or around the building, in the school premises, or in the sight of the children.
- Educators will be expected to know and follow the Child Protection policies.
- The quality of the service and positive working environment are dependent on good educator and parent relationships. Educators will follow proper communication procedures as outlined in the appropriate policies and procedures.
- The maintenance of good teamwork will be an expectation outlined in all job descriptions.
- Any conflicts that arise must be addressed as outlined in the grievance procedure.

In-service Training and Development

- Management will ensure that sufficient funds are made available in the budget for in-service training and development.
- The Coordinator will inform management of any specific training and development needs of the educators.
- Appraisals and the services requirements will be used to ascertain further training needs.
- The Approved Provider or Coordinator will approve training for staff inline with budget.
- Where possible a semester or yearly plan of training will be made, including dates, educators attending, and costs.
- All educators will be given the opportunity to be involved in some form of training throughout the year.
- All educators will be given opportunities to upgrade their qualifications in line with the National Quality Framework.
- A variety of training methods will be used including:
 - Internal workshops, which can be conducted by educators or outside presenters.
 - External meetings with other service to exchange ideas.

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- Time allocation made to educators to review any new resources that may be of value.
- External workshops, conferences and seminars.
- Accredited short courses provided by registered training organisations.
- Educators are encouraged to share relevant skills and knowledge they obtained from any training with the other educators in staff meetings or where more time is required in an internal workshop.
- All permanent educators will be considered to be at work for the duration of any training activity they attend for the service. Casual staff will not be paid for their time at the training course, due to budget constraints, but may have the cost of the approved course paid by the centre.
- The service will cover the costs of all approved training. The individual however will cover tertiary study costs.

Review and Appraisal

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

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- The support can be given through the Coordinator or Management liaison officer.
- A record made of the above, dated and signed by both parties.
- Should no improvement be made by the next review then further action will be taken.
- If the educator is still dissatisfied then they should put their concern in writing asking for the decision to be reviewed or that they wish to pursue the issue further through other avenues. These could include the union or mediation.

Grievance Procedures

GENERAL GRIEVANCE PROCEDURE

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

FORMAL GRIEVANCE PROCEDURE

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

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

Disciplinary Action

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

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into the position with opportunity to clarify any issues.

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

STEP 1: VERBAL WARNING.

- Give a verbal warning as soon as possible indicating the specific problem regarding the performance of their work or conduct. The issues must clearly relate to the job description.
- Indicate what should happen to improve the situation and how the educators can improve their performance.
- Identify any support needed to assist the educator to make the changes and take steps to implement these.
- Indicate how the improvements will be measured, and when a review will take place. (1-4 weeks depending on the circumstances)
- Give an opportunity for the educator to respond to the concerns and seek union representation if required.
- If this resolves the issue then there is no need to go any further.

STEP 2: WRITTEN NOTICE.

- Where the problem continues to occur, the educator will be given written notice of the complaints against them.
- A formal documented interview with management will take place. The educator should attend and has the right to reply and discuss any complaints against them, or to be represented by a union member or other representative of their choice.
- The educator will be given at least 48 hours' notice of the meeting.
- Minutes will be taken of the meeting and copy put on the educators file and given to the educator. The educator may attach a written reply to the minutes.
- The aim of the meeting is to negotiate how the situation may be improved.

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- The educator will again be given specific indication of where their performance standards are not being met, indicate where changes are required and ways of achieving these, and told the method and date of review of their performance.
- The educator will be granted another probationary period.
- The educator will be informed at this stage that termination will be considered if no changes occur.
- If this resolves the issue then there is no need to go any further.

STEP 3: FINAL WRITTEN WARNING.

- If the problem still persists another meeting of management should be called and the educator given notice to attend.
- The matter should be discussed as per the first meeting and further action considered.
- At this stage the educator will be given a "final written warning".
- Again the educator has the right of reply and can discuss the situation. They also have the right to have a union representative or person of their choice attend the meeting.
 - If this resolves the issue then there is no need to go any further.

STEP 4: TERMINATION OF EMPLOYMENT.

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

Procedure for Dealing with Serious Unacceptable Behaviour

- Where an educator in the workplace:
 - Intentionally endangers life.
 - Is found stealing.
 - Reports to work under the influence of drugs or alcohol.
 - Inflicts or threatens physical or sexual abuse or harassment.
- The Coordinator or management will suspend the employee without loss of pay pending an investigation.
- The investigation is to be completed within 72 hours and an interview date determined.
- If the employee is a union member the union representative will be informed.

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- The interview is to be attended by the Coordinator, the JBASC Sub Committee Convenor, or a nominated representative of the Approved Provider, the person reporting the unacceptable behaviour and the union representative if desired. The employee is to be advised formally of the findings of the investigation and the action being taken.
- When immediate termination is required, a dismissal notice is prepared at the interview. When continued employment is recommended a warning letter will be issued.
- All the relevant records will be recorded on the employees file.
- If the employee is vindicated of the accusation, all relevant formal documentation is to be removed from their file.

Relief / Casual Educators:

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

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absent children.

- All relief educators will be paid the appropriate wage and minimum hours as outlined for casual educators under the relevant award.

Volunteers, Students and Visitors

VOLUNTEERS

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

STUDENTS

- Placements will be offered to high school students who wish to gain work experience as part of a school program.
- The participating school must initiate the work experience, identify the students suitability and work with the Coordinator in relation to times and expectations.
- The school must provide written authorisation for the student and a copy of their insurance. This will be kept on file.
- Students attending other registered training organisations and studying a relevant field, such as childcare, teaching, recreation or community services. The training organisation must initiate the placement, identify the students suitability and work with the Coordinator in relation to times and expectations. The training organisation must provide written

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authorisation for the student and a copy of their insurance. This will be kept on file.

- All placements will be negotiated through the Coordinator and placement be only accepted on the discretion of the Coordinator based on issues such as educators ability to supervise and be available to help the students.
- After the Coordinator sees the placement as worthy they will seek approval for the placement from management at the next meeting or if unable to do so prior to the meeting, get approval from the Chairperson or other delegated management member.
- Students will be provided with guidelines identifying their responsibilities, expectations and code of conduct while at the service.
- Students should be made aware of relevant policies such as behaviour management.
- Students are not to discuss a child's development or other issues with the families.
- Students should adhere to all policies concerning confidentiality.
- Students should never be left alone with or in charge of any children.
- Students will not be used to do tasks that the employed staff normally do.

VISITORS

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

Educator: Child Ratios

- The educator: child ratios as outlined in the National Standards will be met at all times.
 - There will be a maximum of 15 children to 1 educator.
 - There will be a maximum of 15 children to 1 educator for excursions.
 - There will be a maximum of 5 children to 1 educator for swimming.
- There will be a minimum of 2 educators present at all times.
- Additional staff are employed on a casual basis to meet the ISS requirements
- When educators are sick or unable to attend work, appropriate relief educators will be

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employed to meet the standards.

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

Communication

EDUCATORS/MANAGEMENT

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

EDUCATORS/ FAMILIES

- Educators will create a comfortable and supportive environment for families and strive for open communication and good relations.
- Educators and families will treat each other with respect, courtesy and understanding.
- Appropriate language is to be maintained at all times.
- Educators will not be judgmental towards families and will respect their need to use

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childcare.

- Educators will accept family's individual differences in raising their children and in all cultural issues.
- Educators will ensure families are greeted and fare well in all sessions.
- Educators will maintain regular, open communication with families. Educators should inform families personally about anything relating to their children as an ongoing process. This could be praise about the child's day or activities, any problems the child might have had in the day, issues of behaviour that may have been a concern and so on.
- Educators will regularly talk to families about the child's interests or activities and respond to suggestions from the families.
- Educators will regularly talk to families about the child's cultural needs and celebrations and respond to these.
- When family members contact the service to see how a child is settling in, educators will provide them with information regarding the child's participation and wellbeing.
- Conversations will be maintained at a positive level.
- Communication with families will be maintained in a variety of ways such as:
 - Greeting and fare welling
 - Personal conversations
 - Notice boards
 - Parent handbooks
 - Newsletters
 - Information from management
- Educators will ensure that families are fully aware of all lines of communication, and ensure these are followed.
- Educators will be aware of their limitations in relation to family's problems and ensure they are referred to the appropriate people when required.
- Families and educators are requested to maintain confidentiality at all times.

EDUCATORS/ CHILDREN

- Educators and children are to treat each other with respect, courtesy and understanding.
- Educators will respect children's opinions and encourage their participation in the planning of the program and in establishing a code of behaviour for the service.
- Appropriate language is to be maintained at all times.
- Educators will use appropriate voice tone and level when talking to children. Shouting will be avoided.
- Educators will be supportive and encouraging and communicate to children in a friendly positive and courteous manner.

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- Educators will greet and farewell children each session.
- Educators will initiate conversations with all children, and develop an understanding of the child and their interests.
- Educators will give praise and positive feedback to the children as often as possible.
- Educators will form friendly and warm relationships with the children in their care.
- When communicating with children, educators will ensure that they are understood and to communicate at the child's level.
- Children will never be singled out or made to feel inadequate at any time.
- Educators will not threaten or verbally abuse the children in any way.

EDUCATOR/ EDUCATOR

- Educators are to treat each other with respect, courtesy and empathy.
- Appropriate language is to be used between educators at all times.
- Educators are expected to work together as a team and be supportive of each other in the workplace.
- Staff meetings are appropriate times to raise matters of interest or concern to other educators. The Coordinator will arrange for educators contributions to be placed on the meeting Agenda.
- Educators are expected to read minutes of meetings and to take notice of changes to service policy and procedures.
- Educators are to read the daily communication book prior to the commencement of each roster.
- Educators will familiarise themselves with the content of all notices displayed around the service.
- An educator with concerns about the work practices or standards of another educator will firstly approach that person to discuss the matter. If the matter remains unresolved, then the grievance procedures will be followed.
- Educators should not unnecessarily involve families or other educators in their matters of grievance or complaint.

Supervision

Children's safety and wellbeing is taken very seriously at our service. All educators and staff members will ensure that children are adequately supervised at all times, and that they can respond immediately to any child that is distressed, in need of assistance or support or in a dangerous situation. This includes during transition periods throughout the day when children may, for example, be changing rooms or groups, moving between outdoor and indoor environments, arriving or leaving the service, moving from service vehicles to the service premises, leaving or returning

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from excursions, moving to meal areas, washing their hands, or using the toilet or nappy change facilities.

To achieve this outcome educators will be alert, aware and in sight and sound of all children for whom they are responsible. Educators supervising outdoors must position themselves to see as much of the play area as possible, and follow any playground supervision plans if relevant. They will also actively engage with children and not stand back and watch. Educators working directly with children must focus on the children and not other duties/activities. They will not group together in the outdoor environment except for brief, necessary discussions regarding the children.

In particular, children will be supervised:

- when resting or sleeping
- during hand washing and/or toilet times
 - during breakfast at BSC, afternoon tea at ASC and meal times during Vac Care when eating
 - in any areas where risk is increased
 - during any water activity

To ensure all children are accounted for during transitions between environments or rooms, educators will conduct head counts or roll call on the electronic sign in app to check that all children under educators' supervision have made the transition.

There may also be times when minimum ratio requirements are not sufficient to ensure children are adequately supervised. On these occasions the Nominated Supervisor or Coordinator will assess the situation and when necessary ensure there are extra adults present to ensure children's health, safety and wellbeing.

Issues affecting the adequacy of supervision include:

- the number, ages and abilities of children
- the number and positioning of educators
- each child's current activity
- areas where children are playing, in particular the visibility and accessibility of these area
- risks in the environment and experiences provided to children
- the educators' knowledge of each child and each group of children
- the experience, knowledge and skill of each educator.

Educators will ensure team members know when they leave the room or area, or finish their shift, and are aware of any particular issues that may require additional oversight of children. They will do this verbally and there must be acknowledgement by the other educator prior to leaving the environment.

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To further ensure children are always adequately supervised the Approved Provider, Nominated Supervisor or Coordinator, will ensure:

- only educators working directly with children are included in the educator to child ratio
- students, volunteers and any educator under eighteen years is supervised at all times by an educator eighteen and over
- no child is ever left alone with a visitor/ unauthorised person
- they promote continuity of care when organising rosters and a regular pool of relief educators
- any educators on a meal-break in the Service return to duty to supply adequate supervision in any emergency situation where adequate supervision of children is threatened. Relief staff requirements will be reviewed if educators begin to be regularly recalled

Responsible Person

A responsible person is:

- an Approved Provider
- a Nominated Supervisor
- a person who is in day to day charge of the service.

The Approved Provider, Nominated Supervisor and Person in Day to Day Charge will implement the following Responsible Procedure to ensure there is always a “responsible person” present at all times when caring for and educating children, and their name and position is clearly displayed in the main entrance of the Service.

If Nominated Supervisor present when service opens he or she will:

1. sign in on a Responsible Person sign in/out record
2. make sure their name and role (Nominated Supervisor) is clearly displayed in the main entrance
3. before they leave the service, handover the Responsible Person role to either the Approved Provider or Person in Day to Day Charge by:
 - talking directly to the Approved Provider or Person in Day to Day Charge
 - signing out of the Responsible Person record
 - making sure the Approved Provider or Person in Day to Day Charge signs in on the Responsible Person record
 - changing the name and position of the Responsible Person displayed in the main entrance to match that of the new Responsible Person

The Nominated Supervisor will not leave the service if the Approved Provider and Person in Day to Day Charge are both absent

4. when they return to the service, resume the Responsible Person role by:
 - talking directly to the person who took on the role when they were absent ie Approved Provider or Person in Day to Day Charge
 - signing in on the Responsible Person record

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- making sure the Approved Provider or Person in Day to Day Charge signs out on the Responsible Person record
- changing the name and position of the Responsible Person displayed in the main entrance to their name and role

If the Approved Provider or Person in Day to Day Charge takes on the Responsible Person role while the Nominated Supervisor is absent, he or she will:

1. sign in on a Responsible Person sign in/out record
2. make sure their name and role is clearly displayed in the main entrance
3. stay at the service until the Nominated Supervisor returns and resumes the Responsible Person role, or before they leave the service, handover the Responsible Person role to another Responsible Person ie Approved Provider or Person in Day to Day Charge by:
 - talking directly to that person
 - signing out of the Responsible Person record
 - making sure the new Responsible Person signs in on the Responsible Person record
 - changing the name and position of the Responsible Person displayed in the main entrance to match that of the new Responsible Person

The Approved Provider or Person in Day to Day Charge will not leave the service if there is not another Responsible Person present to take on the role.

Nominated Supervisors and Persons in Day to Day Charge

The Approved Provider will make sure people appointed as a Nominated Supervisor or Person in Day to Day Charge are at least 18 and have:

- the required skills to be a nominated supervisor or person in day to day charge eg has adequate knowledge and understanding about providing education and care including understanding of child protection obligations
- can effectively supervise and manage the service

The Approved Provider will take all reasonable steps to ensure children's safety and wellbeing is protected and ensure the person is 'fit and proper' person to fill the role by:

- considering their age, qualifications and experience
- checking their child protection clearance is current
- a statement from the person about their compliance history. Use 'compliance history statement' template on ACECQA website
- a declaration from the person that they're not a 'prohibited person'. Use 'prohibition notice declaration' on ACECQA website.

Note: a Nominated Supervisor will also make an informed decision based on these factors if they appoint a person in day to day charge.

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A person who accepts a Nominated Supervisor position must consent in writing using ACECQA notification form NS01 which must be scanned and uploaded when notifying the Regulatory Authority through the NQA ITS about a change of Nominated Supervisor.

A person who accepts being in day to day charge must also consent in writing. The Nominated Supervisor will keep a record of all persons who may be placed in day to day charge.

The Approved Provider or Nominated Supervisor will keep a record of all information and documentation supporting a person's appointment as Nominated Supervisor or in day to day charge.

The Approved Provider and Nominated Supervisor will comply with all the notification requirements relating to staff changes and staff details as outlined in the Governance Policy.

Educator to Child Ratios

The Approved Provider and Nominated Supervisor will ensure our educator to child ratios always meet the minimum requirements below.

From 1 October 2018, the educator to child ratio is 1:15 (for children over preschool age).

In relation to ratios:

- The numbers of children do not include children being cared for in an emergency for no more than two consecutive days the service operates
- More than one educator will be present when children are in attendance where possible.

Educational Leader

The Approved Provider will appoint in writing a qualified and experienced Educational Leader to lead the development and implementation of the educational program.

Child Protection

The Approved Provider will ensure each Nominated Supervisor and Person in Day to Day Charge has successfully completed the child protection training or protocols required by the NSW government. Information about the approved courses is at <https://education.nsw.gov.au/early-childhood-education/working-in-early-childhood-education/child-protection-training-requirements#Approved0>.

The Approved Provider and Nominated Supervisor will ensure all employees understand the current child protection law and their obligations under the law.

Fitness and Propriety

Working with Children Check

The Approved Provider or nominated supervisor must ensure:

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- a Working With Children Check (WWCC) is completed for all educators, staff, volunteers and students whose duties will involve direct contact with children. Some exemptions apply eg WWCC are not required for children under 18 or in most circumstances where the volunteer is a parent or close relative. See www.kidsguardian.nsw.gov.au for more information
- WWCC clearances or applications are verified on-line before a person commences work
- WWCC clearances or applications that replace expired WWCC are verified on-line within five working days of the old WWCC's expiry date
- any barred or unauthorised person does not commence work or is removed immediately if a current worker
- their own WWCC is verified on-line by another appropriate person
- employees are aware they must notify the Children's Guardian of any changes to their personal details, including their name, address and contact details, within 3 months of the change
- they re-verify any updated WWCC.

Child Care Subsidy and PRODA

Any person with management or control of the Provider and persons responsible for the day to day operation of the service must be registered with the Federal Government's Provider Digital Access (PRODA) for administering Child Care Subsidy/Additional Child Care Subsidy. Any staff member nominated by a person who meets these criteria may also be registered as a service contact with PRODA. In addition to obtaining a Working with Children Check if required to hold one, the Approved Provider will ensure all registered persons meet the fitness and propriety requirements under the Family Assistance Law as follows:

For person with management or control of the Provider

- a certified copy of an Australian National Police Criminal History Check dated no more than six months before the application for approval
- an extract from the National Personal Insolvency Index Bankruptcy Search service provided by the Australian Financial Security Authority dated no more than three months before the application
- a current and historical personal name extract search of the Australian Securities and Investments Commission records dated no more than three months before the application
- evidence (computer printout) the person does not appear on the banned and disqualified register held by the Australian Securities and Investments Commission dated no more than three months before the application.

For persons responsible for the day to day operation of the service

- a certified copy of an Australian National Police Criminal History Check dated no more than six months before the application for approval

First Aid Qualifications

The Approved Provider or Nominated Supervisor will ensure that at least one educator, staff member or Nominated Supervisor present at the service:

- holds a current approved first aid qualification
- has undertaken current approved anaphylaxis management training and
- has undertaken current approved emergency asthma management training.

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An educator is taken to hold an approved first aid qualification or training if the educator holds an approved qualification or training as published on the ACECQA website www.acecqa.gov.au.

Rostering

The Approved Provider and Nominated Supervisor will comply with award requirements in relation to rostering. The Nominated Supervisor will:

- post or display a staff roster where it can be easily accessed by all employees
- discuss any potential changes to the roster with affected staff members first, and consider their views about the impact of changes
- only change an employee's rostered hours if:
 - the employee agrees to the change or
 - they give the employee 24 hours notice

This does not apply in an emergency where there is an imminent or severe risk to people at the service or the service premises need to be locked down. An emergency does not include a parent being late to collect a child.

The Nominated Supervisor will adhere to the Service's Code of Conduct at all times while negotiating roster changes with staff.

The Nominated Supervisor and the employee may agree to waive or shorten the seven day notice period. This agreement must be recorded in writing and form part of the time and wages records.

Sources

Education and Care Services National Law and Regulations

National Quality Standard

NSW Office of the Children's Guardian

Family Assistance Law

Reviewed: 6th March 2023

Date for next review: 6th March 2024

Sun Protection Policy

NQS

| | | |
|-----|-------|---------------------------------|
| QA2 | 2.1.2 | Health practices and procedures |
| QA2 | 2.1.3 | Healthy lifestyle |
| QA6 | 6.2.3 | Community engagement |

National Regulations

| | | |
|-----|-----|--|
| Reg | 114 | Outdoor space-shade |
| | 100 | Risk Assessment must be conducted before excursion |

Aim

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

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

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

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

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

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This policy is adopted as standard for all OSHC services in NSW and endorsed as SunSmart by Cancer Council NSW and Network of Community Activities. This Policy will only be changed with advice from Cancer Council NSW.

This co-branded sun protection policy has up to date sun protection recommendations from Cancer Council NSW. Joining SunSmart ensures all OSHC services have a relevant policy that includes the philosophy and practices of “My Time, Our Place”. The policy covers all OSHC service types and cannot be altered until the next review.

Related Policies

Physical Environment Policy

Physical Activity Policy

Rest, Relaxation and Clothing Policy

Work, Health & Safety Policy

Implementation

Scheduling of Activities

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

- Where appropriate, outdoor activities will be scheduled outside of peak UV times or planned for shaded areas with sun protection used for all children.
- In non-daylight saving time (April-Sept) outdoor activities can take place at any time as long as sun protection (hats, clothing, sunscreen, shade) is used when the UV Index is 3 or above.
- Where the UV Index for that day is not known, sun exposure will be minimised between the hours of 10am and 2pm (11am and 3pm during day light saving).
- When planning all outdoor activities (including excursions) sun protection will be included in the risk assessments for service participation.
- All sun protection practices will be maintained while staff are escorting children to and from school and on any future excursions.

Shade

- Structured outdoor activities will be held in shaded areas whenever possible when the UV Index is 3 or above.
- The service will identify shade options at various times of the day and the year within the outdoor space and promote these to the children. Educators will set up activities and play spaces to make best use of the shade.
- Children will be encouraged to use available shade when playing outside during times when the UV Index is high.

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Clothing

- Educators and children will wear protective clothing when outside during periods of time when the UV Index is 3 or above.
- When outdoors children will be encouraged to wear sun-safe clothing with sleeves, collars or covered necklines.
- Midriff, crop or singlet tops do not provide adequate protection and are not recommended. The Family Handbook will remind families and children of the appropriate clothing to wear to the service to meet the sun protection policy.
- Children will be encouraged to wear sun-safe hats that protect the face, neck and ears when outside. Recommended hats are bucket hats and broad brimmed hats. Baseball caps and visors are not recommended.
- All educators will be required to wear tops with sleeves and collars or covered necklines and longer style skirts, shorts or trousers.
- Children who do not have a hat must play in a sheltered area. Staff are to enforce the rule that where a child has not got a hat or is wearing clothing that is not recommended as appropriate they must access shaded areas in which to play.

Sunscreen

- SPF 30+ broad-spectrum water-resistant sunscreen will be available at the service for children and educators to use.
- Educators will ensure there are regular reminders (minimum every 2 hours) to apply sunscreen prior to outdoor play during the months of October to March between 11am and 3pm or when the UV Index is 3 or above.
- Permission to apply sunscreen will be included in the service enrolment form. Educators will respect the parents' right to refuse authorisation to apply sunscreen however will require children to wear appropriate clothing or play in the shade.

Role Modelling of Staff

- Educators will wear protective clothing and practice a combination of sun protection strategies (sun-safe hats, clothing, sunglasses, SPF 30+ broad-spectrum water-resistant sunscreen) when in attendance at the service.
- Wherever possible, staff will seek out shade when undertaking outdoor supervision in months where the UV Alert is 3 or above.
- Educators will use opportunities to discuss with children sun protection and demonstrate a positive and proactive approach to the management of sun protection in the service.

Collaboration with Children

- Children will be provided with opportunities to take leadership roles in managing sun protection.
- Children will be encouraged to access the internet/ newspaper to check the UV ratings for

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the day and advise educators of the times when the UV Index will be 3 or above.

- Opportunities for children to set alarms for when the UV Index increases above or drops below 3 will be provided and children assigned duties regarding UV reminders, hat reminders and management of sunscreen.
- Children will be reminded that they can remove their hats when the UV Index falls below 3.

Education & Information

- The sun protection policy will be available to all families using the service.
- All parents, including for vacation care, will be informed of the sun protection policy including appropriate hat, clothing and sunscreen requirements during enrolment.
- For vacation care services only: parents are encouraged to apply sunscreen to children before spring and summer program sessions.
- Where children have allergies or sensitivity to the sunscreen, parents will be asked to provide an alternative sunscreen, or the child encouraged to play in the shade.
- The centre will incorporate sun and skin protection awareness activities in the program and provide notices and posters about the topic from Cancer Council NSW as appropriate.

This co-branded sun protection policy has up to date sun protection recommendations from Cancer Council NSW. Joining SunSmart ensures all OSHC services have a relevant policy that includes the philosophy and practices of "My Time, Our Place". The policy covers all OSHC service types and cannot be altered until the next review.

Sources

National Quality Standard

My Time, Our Place Learning Framework

WHS Act and Regulations 2021

Cancer Council NSW

www.cancercouncil.com.au/reduce-risks/sun-protection

Reviewed: 6th March 2023

Date for next review: 6th March 2024

Technology Usage Policy

NQS

| | | |
|-----|-------|---|
| QA1 | 1.1.1 | 1.1.1 Approved Learning Framework - Curriculum decision making contributes to each child's learning and development outcomes as communicators |
| | 1.1.3 | Program learning opportunities - All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning. |
| | 1.2.1 | Intentional teaching -Educators are deliberate, purposeful, and thoughtful in their decisions and actions. |
| QA4 | 4.2.2 | Professional Standards - Professional standards guide practice, interactions and relationships. |

National Regulations

| | | |
|------|----|----------------------|
| Regs | 73 | Educational programs |
|------|----|----------------------|

My Time, Our Place

| | |
|-----|--|
| LO5 | Children collaborate with others, express ideas and make meaning using a range of media and communication technologies |
|-----|--|

Aim

Jannali Before and After School Care believes that media, technology, films and videos can be used as part of the program of activities after thoughtful consideration relating to the content. Educators will encourage children to engage with media and technology for fun and to enhance learning to assist in the development of social, physical, emotional, cognitive, language and creative potential of each child.

Educators will ensure all media, technology, videos and films are suitable for the children's ages and that parent's permission has been given.

Related Policies

Enrolment & Orientation Policy
 Interactions with Children Policy
 Privacy & Confidentiality Policy

Who is affected by this policy?

Educators
Children
Families
Management

Procedure

Information technology (IT) devices include, but are not limited to, computers, laptops, iPads, tablets, Smart Boards, televisions (including smart TVs) and DVD players.

Service IT devices

- IT devices at the service may only be used for work relevant to the operations and activities of the service. Examples of these activities include administration, research, programming and professional development
- Educators will encourage children to use information technology to express ideas, access images, information and explore diverse perspectives. Technologies will be integrated into children's play and leisure activities
- Music, videos etc may be streamed if it is relevant to the children's learning or professional development undertaken by educators. However, streaming of this kind will only take place from websites where this can legally take place such as iTunes or YouTube
- Our service will discuss the protocols we have in place for accessing the computer and other technologies with children and parents. We will ensure children are supervised when accessing the internet and other technologies
- Television, DVDs and videos etc will be used where relevant to enhance curriculum activities and never used as a substitution for interactions and collaborative learning between educators and children, or to manage children's behaviour. Educators will sit with children to monitor and discuss any aspects of the content they are viewing, and will role model appropriate screen behaviours.
- All screen content viewed by children at the service must, for example:
 - assist in expanding the content of the curriculum
 - be suitable to the needs and development levels of each child watching
 - hold the interests of the children watching

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- be carefully selected with suitable content eg content depicting violence like graphic news reports will not be shown
 - be rated 'G' or 'PG' if relevant (eg videos).
-
- The time children spend watching content on IT devices at the service will be consistent with the Federal Government's 'Physical Activity and Sedentary Behaviour Guidelines' ie no more than two hours per day. Educators will take into consideration the time children may also spend watching screen content or using electronic media for entertainment at home

Personal IT devices

Educators must not access personal IT devices (eg smart phones, iPads, tablets) while interacting with children or contributing to service ratios.

Any educators or staff members found to be using IT devices inappropriately will face an enquiry by management and other relevant parties to decide a course of action based on the severity of their misconduct. Illegal conduct will be reported to the Police or appropriate authority. Outcomes of inappropriate or illegal conduct include termination of employment.

Educators will supervise children who are using personal IT devices to ensure content is appropriate and suitable for sharing with other children at the service. Educators may confiscate personal IT devices for the duration of the session if they believe content is inappropriate.

Sources

National Quality Standard

My Time Our Place Framework for School Age Care

Education and Care Services National Law and Regulations

Physical Activity and Sedentary Behaviour Guidelines – Federal Government

Reviewed: 6th March 2023

Date for next review: 6th March 2024

Tobacco, Drug and Alcohol Policy

NQS

| | | |
|-----|-------|---|
| QA2 | 2.2.1 | 2.2.1 Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
| QA4 | 4.2.2 | Professional standards - Professional standards guide practice, interactions and relationships. |

National Regulations

| | | |
|-----|----|--|
| Reg | 82 | Tobacco, drug and alcohol free environment |
|-----|----|--|

My Time Our Place

| | |
|-----|--|
| LO3 | Children take increasing responsibility for their own health and physical wellbeing. |
|-----|--|

Aim

Jannali Before & After School Care will ensure children are not subjected to the dangers associated with tobacco, drugs and alcohol, we will maintain a harm free environment where no individual staff member is affected by alcohol or drugs.

Related Policies

- Health and Hygiene Policy
- Staffing Arrangements Policy
- Interactions with Children Policy

Procedure

Our service is strictly tobacco, drug and alcohol free

In order to keep children, educators, families and visitors free from the dangers of drugs, alcohol, tobacco smoke and other smoke, including illegal substances, the following rules apply -

The consumption of tobacco, drugs and alcohol is prohibited in all areas of the service including -

- Inside
- Outside in the playground
- Outside in the car-park

Smoking and the consumption of alcohol is also prohibited -

- On incursions or excursions at any point during the event
- While travelling with a child
- At educator meetings
- At parent meetings

In relation to social events at the service involving service families:

- smoking is prohibited, whether in work hours or not
- alcohol may be consumed outside work hours if children are not present. Alcohol may only be brought into the service immediately prior to the commencement of the gathering, and only after all children have been collected. Any leftover alcohol will be removed from the premises immediately after the gathering concludes. Alcohol will not be stored for any length of time on service premises

Any alcoholic gifts given to educators or staff will be removed from service premises immediately (eg placed in individual's car if this is not parked on service premises.)

Under no circumstances will any person attend the service if they are affected by alcohol or drugs, including prescription medication, if in any way the consumption of these items impairs their capacity to supervise, educate or care for children.

The service will have No Smoking signs displayed.

Sources

Education and Care Services National Regulations 2011

My Time Our Place Framework for School Age Care

Work Health and Safety Act 2011

Work Health and Safety Regulation 2011

Last reviewed: 6th March 2023

Date for next review: 6th March 2024

Transport Policy

Aim

Jannali Before & After School Care aims to ensure the safety of all children and adults while using public or private transport, including any vehicles owned by the service.

Implementation

The safety of each child and all employees is paramount. Transportation can pose additional risks for children depending on the mode of transport involved, how it's used and the way children move between the transport and service or other environment. The service we provide includes times when we transport children, or arrange transportation, between the service and another location, including school or excursion destination. The Nominated Supervisor and educators will always follow service procedures to minimise this risk including those which follow.

The Nominated Supervisor will include the Transport Policy and Procedures in staff inductions and ensure all relevant staff receive practical training in relation to the requirements. Where children are regularly transported they will also diarise to rehearse the procedures at least once every 3 months, and maintain written records of the rehearsals and staff training.

Mandatory notification to the regulatory authority

It is mandatory to notify the regulatory authority that your service provides or arranges regular transportation. The notification is to be lodged through the NQAIT System.

- The approved provider must notify the regulatory authority in a service approval application, or if the service is already approved, within seven (7) days of regular transportation being provided or arranged by the service.
- The approved provider must notify the regulatory authority within seven (7) days if there is a change to the regular transportation provided or arranged by the service, including if regular transportation is no longer provided.

Risk Assessments

This section of the Policy does not include transport of children on excursions as risk assessment requirements for excursions are covered in the Excursion Policy.

The Nominated Supervisor or educators will always complete a risk assessment to identify, assess and remove or reduce risks the transport may pose to the safety, health and wellbeing of and each child before children are transported unless the arrangement is 'regular transportation' (ie transportation where the circumstances are substantially the same on each occasion) and a risk assessment has been completed within the last 12 months. The risk assessment will cover:

- the proposed route and duration of the transportation

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- the proposed pick-up location and destination
- the means of transport
- any requirements for seatbelts or safety restraints under the relevant state law
- any water hazards
- the number of adults and children involved in the transportation
- the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required, given the risks involved
 - consider children's ages, whether or not they are mobile, and whether any have additional needs
- whether any items should be readily available during transportation (eg a mobile phone and list of emergency contact numbers for the children being transported)
- the process for entering and exiting the education and care service premises and the pick-up location or destination
- procedures for embarking and disembarking the transport, including how each child will be accounted for.
- a check system of the interior of the vehicle to ensure there are no children left behind.

The Nominated Supervisor will nominate, as part of the risk assessment control measures:

- the driver
- the educator/supervisor responsible for ensuring an excursion runs smoothly and children are adequately supervised, or for supervising children during trips that are not excursions
- the checker responsible for checking vehicle at end of trip (may be same as educator/supervisor).
- a staff member or nominated supervisor (other than the driver) being present at the service to account for all children as they embark and disembark at the service premises and keep a record of how each child was accounted for.

The Nominated Supervisor will update risk assessments for regular transportation obtain new authorisations from parents/guardians when circumstances that may affect transport arrangements change, including for example:

- weather conditions (summer versus winter, extreme weather events like heatwaves, floods and bushfires)
- changes in routes for example because of road works
- the numbers and vulnerabilities of children.

Authorisations for Transportation

This section of the Policy does not include transport of children on excursions as authorisation requirements for excursions are covered in the Excursion Policy.

Authorisation for a child to be transported must be given by a parent or other person named in the child's enrolment record as having authority to authorise transportation of a child unless the arrangement is 'regular transportation' and there's an authorisation which is less than 12 months old. The authorisation will include:

- the child's name
- the reason the child is to be transported
- if it's regular transportation, a description of when the child is to be transported
- if it's not regular transportation, the date the child will be transported
- a description of the proposed pick-up location and destination
- the means of transport
- the period of time during which the child is to be transported
- the anticipated number of children likely to be transported
- the anticipated number of staff members and any other adults who will accompany and supervise the children
- any requirements for seatbelts or safety restraints under the relevant state law
- advice a risk assessment has been prepared and is available at the service
- advice written policies and procedures for transporting children are available at the service.

Transport Guidelines

This section and the rest of the Policy covers all situations where we transport or arrange transportation of children, including excursions. Where relevant, the guidelines and procedures in this Policy will also be used to educate children, families and the community about safely transporting children and related issues like road and pedestrian safety.

Drivers

The Nominated Supervisor will ensure persons are safe, responsible drivers before allowing them to transport children. The Nominated Supervisor will nominate the driver (if not using a commercial transport company) and ensure they are not included in ratios or responsible for supervising children as they cannot provide adequate supervision while operating the vehicle. The driver **will not** conduct any checks or record keeping that involve accounting for children as they embark and disembark at the service premises. In addition (if not using a commercial transport company) they will:

- make sure there are relief drivers available to fill in for any regular drivers
- keep copies of licenses and driving records which are less than 12 months old for drivers they approve to transport children and make sure drivers:
 - are at least 18 years old and fully licensed (no L or P plate drivers)
 - sign a Driving Record Declaration
 - have proof of valid insurance and registration
 - are familiar with the first aid kit contents
 - can operate the fire extinguisher if required
 - have a clear working with children check
 - understand they must always comply with the road rules (eg no speeding or touching mobile phones)
 - understand they are responsible for paying any fines they incur
 - understand they must have a zero blood alcohol level when driving children
 - understand they must report any driving convictions incurred
 - understand in relation to a vehicle operated by the service they must:
 - report any damage or maintenance needs to the Nominated Supervisor
 - ensure there's enough fuel to complete the trip.

Where bus companies are hired to transport children the Nominated Supervisor will discuss the company's policy on driver qualifications, driving history and maintenance procedures etc. to make sure they have reliable and consistent safety processes in place.

Safety Restraints

Seatbelts and restraints systems will be used as outlined in this policy which is based on the National Road Rules.

Educators will assist drivers to ensure each child is transported safely at all times. The service understands that drivers of small vehicles carrying up to 12 people are responsible for road safety and ensuring each child under 16 is properly seated and restrained. All educators, however, have an

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equal responsibility to assist the driver and check that each child is seated and restrained appropriately using the following guidelines.

Vehicles built to carry up to 12 people including the driver

Educators and volunteers will also comply with any current medical plans or certificates signed by a registered medical practitioner that states the child should not be restrained as outlined below while travelling in a vehicle (or bus) for medical reasons. Educators and volunteers will comply with the conditions in the medical certificate. Medical certificates must have an expiry date.

The Approved Provider or Nominated Supervisor will ensure all safety restraints are safe, labelled with Australian Standard (AS/NZS1754).

Educators and volunteers will ensure:

- Each child under seven is secured in a child restraint or booster seat with seat belt or safety harness when travelling
- The number of children transported does not exceed vehicle rated seating capacities
- Children do not share a seat belt or child restraint
- All adults use available safety belts.

Buses

Buses are defined as vehicles built to carry over 12 people including the driver. The Nominated Supervisor, educators and volunteers will:

- ensure seatbelts/restraints are used if they're required to be fitted
- ensure seating capacity displayed on the compliance plate is not exceeded
- consider whether an alternative mode of transport should be used to ensure children's safety where restraints are not available.

Transport Procedures

To ensure children's safety all employees and volunteers will implement the **Transport Procedure** or **Transport Procedure Excursions** when transporting children to and from destinations. Under no circumstances will any child be transported if all of the guidelines and procedures in this Policy are not met.

Maintenance

To ensure vehicles owned or operated by the service are safe and hygienic, where relevant the Nominated Supervisor will:

- follow the recognised service schedule and organise an annual mechanical inspection, or sight evidence vehicle has had mechanical inspection within the last 12 months
- look for obvious maintenance issues eg bald tyres
- pay insurance, registration etc or sight evidence vehicle is registered and insured
- ensure check oil, water and tyres every month
- ensure vehicle is regularly cleaned
- ensure children can't access vehicles when they're not being used.

Children embarking and disembarking a vehicle

A nominated supervisor or a staff member (other than the driver) must:

- be present when children embark and disembark a vehicle at the service premises
- account for each child when they embark and disembark a vehicle at the service premises
- complete a check of the interior of the vehicle after all children have disembarked at the service premises to ensure there are no children left on the vehicle.

Record keeping and accounting

The approved provider and nominated supervisor must ensure that records are kept for regular transportation that:

- confirm each child was accounted for when embarking and disembarking the vehicle at the service premises
- state how each child was accounted for at the service premises
- state that the interior of vehicle was checked after all children have disembarked at the service premises.

The records must be made immediately and include the time, date, full name and signature of the person/s responsible for:

- accounting for the children during embarking and disembarking of the vehicle
- conducting the vehicle check after children have disembarked.

Car Park and Driveway Safety

The Nominated Supervisor and staff will implement measures to remove or control the risks posed by any car park on the premises. They will complete a risk assessment to identify and control risks and may implement measures such as:

- speed signs with maximum car park speed limits
- witches hats to control/block access in particular areas
- supervising area during drop offs and pick ups

Road Safety

Educators understand that children are vulnerable road users.

They-

- are easily distracted and focus on only one aspect of what is happening
- are smaller and harder for drivers to see
- are less predictable than other pedestrians
- cannot accurately judge the speed and distance of moving vehicles
- cannot accurately predict the direction sounds are coming from
- are unable to cope with sudden changes in traffic conditions
- do not understand abstract ideas like road safety
- are unable to identify safe places to cross the road
- tend to act inconsistently in and around traffic.

Educators will closely supervise all children when outside the service near roads. They will implement measures which keep children safe.

Educators will regularly integrate learning about road safety into the curriculum. They will also provide information to families about children and road safety including:

- the key role families have in educating their children about road safety and the close supervision children require in and around traffic to keep them safe
- opportunities in day-to-day routines to discuss road safety with children eg on the way to the shops, service or school, while crossing roads (when and why it is safe to cross)
- danger areas like car-parks, traffic lights, pedestrian crossings and driveways.

Related Policies

Administration of Authorised Medication Policy

Delivery and Collection of Children Policy

Excursion Policy

Incident Injury Trauma and Illness Policy

Staffing Arrangements Policy

Sources

National Quality Standard

- 2.2.1 Supervision - Supervision At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
- 6.2.1 Transitions - Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities
- 7.1.2 Management systems - Systems are in place to manage risk and enable the effective management and operation of a quality service
- 7.1.3 Roles and responsibilities - Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service

Education and Care Services National Law

- 165 Offence to inadequately supervise children
- 167 Offence relating to protection of children from harm and hazards

Education and Care Services National Regulations

- 4 Definitions
- 99 Children leaving the education and care premises
- 102B Transport risk assessment must be conducted before service transports child
- 102C Conduct of risk assessment for transporting of children by the education and care service
- 102D Authorisation for service to transport children
- 168(2)(ga) Education and care service must have policies and procedures in relation to transportation if service transports or arranges transportation of children other than as part of excursion

Other

- National Road Rules Model
- National Guidelines for Safe Restraint of Children Travelling in Motor Vehicles – Kidsafe
- Motor Vehicle Standards Act 1989 and Australian Design Rules Cwth
- Road Rules 2014

Review

The policy will be reviewed annually by the Approved Provider, Supervisors, Employees, Families and any committee members.

Reviewed: 1st March 2023 **Date for next review: 1st March 2024**

Transport Procedure Excursions

See Transport Procedure if transport is not part of an excursion.

Educators and volunteers must not consume tobacco, drugs or alcohol during trip.

Before excursion starts

The Nominated Supervisor will:

- nominate the driver (if using vehicle owned or operated by service)
- nominate the lead educator responsible for ensuring an excursion runs smoothly and children are adequately supervised (eg room/group leader)
- nominate the checker responsible for checking vehicle at end of trip (may be same person as lead educator)
- ensure transportation meets the requirements/exclusions in service public liability insurance.

The Nominated Supervisor, educators and volunteers will also make sure:

- a risk assessment has been completed. Complete before excursion, or for regular outings, make sure there's a risk assessment less than 12 months old
- they have written authorisation for every child to leave service. Obtain before each excursion, or for regular outings obtain annually
- required educator/child ratios will be maintained and there'll be adequate supervision (driver cannot supervise children).
- make sure seat belts/booster seat arrangements meet legal requirements and the number of occupants will not exceed the legal capacity of the vehicle
- excursion checklist completed which includes:
 - at least one educator attending has current first aid/asthma/anaphylaxis qualifications
 - they have a first aid kit and charged mobile phone
 - they have current list of children attending and their current emergency contacts
- there are no loose or heavy objects where passengers sit which could dislodge during sudden braking.

Make sure driver

- parks vehicle at the curb or in a protected parking area/driveway and turns off engine before children alight
- only starts driving when told it's safe to leave
- always follows road rules
- does not talk on mobile phone, including hands free
- does not play loud, distracting music
- is not impaired by alcohol or legal/illegal drugs.

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Leaving Service: As each child enters transport (eg bus)

- escort children to transport
- as children embark look at each child and check name off roll
- do a head count and ensure number matches number of children on roll
- if a child is present but not named on the roll or vice versa, confirm arrangements for the day with service/parent before leaving and update roll
- fasten children's seat belt/safety restraint. Make sure booster seats and seat belts are properly secured, including those for children with special needs and for older children who have fastened their own. Do not let children share restraints.

Enroute to and at destination

Supervise children

- ensure they're comfortable at all times eg adjust ventilation and heating/cooling before it becomes stuffy or too hot/cold
- never leave children unattended
- stop children doing anything dangerous during the trip
- if child gets sick or hurts themselves during trip
 - if medical emergency ring ambulance on 000, follow all instructions and park vehicle in safe location until ambulance arrives, otherwise apply appropriate first aid
 - ring parents/guardians and advise they will need to collect child from destination (eg service) or they may need to take child to the doctor when they collect them. Provide as much information about illness/injury as possible
 - complete incident, injury form
 - notify regulatory authority if required.
- complete medication record if medication administered to child during excursion

Leaving destination

- **as children embark** look at each child, check name off roll and do a head count prior to leaving (must match number of children on roll and number counted when leaving service)
- fasten children's seat belt/safety restraint. Make sure booster seats and seat belts are properly secured, including those for children with special needs and older children who have fastened their own. Do not let children share restraints
- if child is missing immediately conduct search for child on transport and at destination. If child can't be located immediately call parents/guardians, and police on 000 and follow any instructions.

Arriving back at Service: As each child leaves transport (eg bus)

- **as children exit bus** look at each child, check name off roll and do a head count
- make sure no child is left on transport eg look carefully on and under seats and in storage areas
 - never leave child alone on transport for any reason
- escort children into service/destination or hand them into the care and supervision of a staff member.

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At Service

2. implement activities at the service to extend learning from excursion
3. Nominated Supervisor and educators evaluate success of excursion and transportation and implement any measures to improve safety or learning
4. Nominated Supervisor updates QIP with any improvements.

Where trains are used these procedures should also be followed where applicable. In addition:

- Nominated Supervisors to contact the station before travel and advise the time children will be travelling, the destination and the number of children and adults. This will help the station inform the train guard so that he/she can ensure children board and alight safely
- Educators to arrive at station with an adequate amount of time to allow for safe boarding. They will ensure children are in one carriage if possible, are seated and supervised by an adult at all times.

Transport Procedure

Staff must not consume tobacco, drugs or alcohol during trip.

Before transport starts

The Nominated Supervisor will:

- nominate the driver (if using vehicle owned or operated by service)
- nominate the supervisor responsible for supervising children on vehicle
- nominate the checker responsible for checking vehicle at end of trip (may be same person as supervisor)
- ensure transportation meets the requirements/exclusions in service public liability insurance.

The Nominated Supervisor and staff will also make sure:

- a risk assessment has been completed. Complete before each transport event, or if regular transportation, make sure there's a risk assessment less than 12 months old
- they have written authorisation for every child to leave service. Obtain before each transport event, or for regular transportation, obtain annually
- required educator/child ratios will be maintained and there'll be adequate supervision (driver cannot supervise children). Include educator/volunteer familiar with children's special needs if relevant
- seat belts/booster seat arrangements meet legal requirements and the number of occupants will not exceed the legal capacity of the vehicle (eg displayed on bus compliance plate)
- at least one educator/supervisor attending has current first aid/asthma/anaphylaxis qualifications
- they have first aid kit and charged mobile phone
- they have current list of children travelling and their current emergency contacts
- there are no loose or heavy objects where passengers sit which could dislodge during sudden braking.

Drivers must

- park vehicle at the curb or in a protected parking area/driveway and turn off engine at each stop
- only start driving when told it's safe to leave
- always follow road rules
- not talk on mobile phone, including hands free
- not play loud, distracting music
- not be impaired by alcohol or legal/illegal drugs.

As each child enters transport (eg bus)

- escort children to transport or ensure children escorted by eg parent/teacher etc
- as children embark look at each child, check name off roll and do a head count

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- if a child is present but not named on the roll or vice versa, confirm arrangements for the day with service/parent before leaving and update roll
- fasten children's seat belt/safety restraint. Make sure booster seats and seat belts are properly secured, including for older children who have fastened their own. Do not let children share restraints.
- 5. If extra adults are attending (eg parent helpers)
 - give adult list of any specific children they are supervising
 - clearly outline their responsibilities

During Trip

Supervise children

- ensure they're comfortable at all times eg adjust ventilation and heating/cooling before it becomes stuffy or too hot/cold.
- never leave children unattended
- stop children doing anything dangerous during the trip eg drinking, eating, standing and any other dangerous activities while in the vehicle
- if child gets sick or hurts themselves during trip
 - if medical emergency ring ambulance on 000, follow all instructions and park vehicle in safe location until ambulance arrives, otherwise apply appropriate first aid
 - ring parents/guardians and advise they will need to collect child from destination (eg service) or they may need to take child to the doctor when they collect them. Provide as much information about illness/injury as possible
 - complete incident, injury form
 - notify regulatory authority if required.
- complete medication record if medication administered to child during trip.

As each child leaves transport (eg bus)

- **as children exit transport** look at each child, check name off roll and do a head count
- escort children into service/destination
- if destination is the service, ensure children are signed in. Do not prefill sign in records
- never leave child alone on transport for any reason eg they have fallen asleep
- make sure no child is left on transport eg look carefully on and under seats and in storage area
 - ask driver to also check bus is empty before leaving vehicle
- if a child is missing immediately conduct search for child on transport, at destination and any places visited or stopped at during the trip. If child can't be located immediately call parents/guardians, and police on 000 and follow any instructions.

Unenrolled Children Policy

NQS

| | | |
|-----|-------|---|
| QA2 | 2.2.1 | Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
|-----|-------|---|

Aim

Jannali Before & After School Care aims to ensure that educators and the service are only responsible for children who are enrolled at our service to meet our legal requirements.

Related Policies

Child Protection Policy
 Enrolment & Orientation Policy
 Excursion Policy
 Family Law and Access Policy
 Interactions with Children Policy
 Staffing Arrangements Policy

Who is affected by this policy?

Child
 Educators
 Families
 Management

Implementation

- On occasion, children who are not enrolled at our service may be present at the service.
- An example of this is when families come to pick up an enrolled child and they bring their other children with them.
- At times like this, the children who are not enrolled at the service are the responsibility of the adult that brought them to the service.
- We ask these adults to keep unenrolled children off any equipment at the service, and for the child to be accompanied by the adult at all times.

Sources

Education and Care Services National Regulations
 National Quality Standard

Reviewed: 6th March 2023

Date for next review: 6th March 2024

Work Health and Safety Policy

NQS

| | | |
|-----|-------|---|
| QA2 | 2.2.1 | Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
| QA3 | 3.1.2 | Upkeep - Premises, furniture and equipment are safe, clean and well maintained. |

National Regulations

| | | |
|------|-----|---|
| Regs | 168 | Policies and procedures are required in relation to health and safety |
|------|-----|---|

Aim

At Jannali Before and After School Care, a commitment to work health and safety is a part of our business. We believe that all injuries are preventable, our employees have the right to be safe at work and children and families and visitors have the right to be safe in our workplaces.

Procedure

Duty of Care

The Approved Provider and Nominated Supervisor will ensure he or she takes all reasonable steps to ensure the health and safety of all educators, staff, volunteers, children, their families and any other people impacted by the service operations. This includes identifying and eliminating or reducing all reasonably foreseeable hazards and providing appropriate training and instruction. Our educators, staff and volunteers will also ensure they take reasonable care for their own health and safety and that their conduct does not adversely affect the health and safety of other people.

Consultation, Cooperation and Coordination

Our service will share information about health and safety matters with educators, staff, and volunteers and encourage them to express their views or raise issues.

Our service will consult with educators, staff, and volunteers when:

Policy & Procedure Manual

- identifying hazards and assessing risks arising from work
- proposing changes that may affect the health and safety of workers
- carrying out activities prescribed by the Work Health and Safety Regulation.

Our service will also consult with educators, staff, and volunteers when making decisions about:

- ways to eliminate or minimise risks
- the adequacy of their facilities
- consultation procedures
- resolving health and safety issues
- monitoring their health and safety or the safety of workplace conditions
- how to provide health and safety information and training.

Consultation with our educators, staff, volunteers means:

- relevant work health and safety information is shared
- they have a reasonable chance to express their views
- they are given a reasonable opportunity to contribute to the decision making process
- their views are taken into account
- they are advised of the outcome of the consultation in a timely manner.

Our educators, staff, and volunteers are entitled to:

- nominate a health and safety representative
- request the formation of a health and safety committee
- cease unsafe work
- have health and safety issues resolved in accordance with an agreed issue resolution procedure
- not be discriminated against for raising health and safety issues.

Notification of Death, Serious Injury or Illness

The Approved Provider/Nominated Supervisor must notify the Work Health and Safety Regulator as soon as they become aware of a death, or a serious injury or illness that results in:

- immediate treatment as an in-patient in a hospital, or
- immediate treatment for:
 - the amputation of any part of the body
 - a serious head injury
 - a serious eye injury
 - a serious burn
 - the separation of skin from an underlying tissue (such as degloving or scalping)
 - a spinal injury
 - the loss of a bodily function
 - serious lacerations or

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- medical treatment within 48 hours of exposure to a substance.

A serious illness is:

- any infection to which the carrying out of work is a significant contributing factor, including any infection that is reliably attributable to carrying out work:
 - with micro-organisms
 - that involves providing treatment to a person
 - that involves contact with human blood or body substances, or
 - involves handling or contact with animals, animal hides, skins, wool or hair, animal carcasses or animal waste products.

A dangerous incident is also notifiable under the legislation. Dangerous incidents include:

- an uncontrolled escape, spillage or leakage of a substance
- an uncontrolled implosion, explosion or fire
- an uncontrolled escape of gas or steam
- an uncontrolled escape of a pressurised substance
- electric shock
- the fall or release from a height of any plant, substance or thing
- the collapse, overturning, failure or malfunction of, or damage to, any plant that is required to be authorised for use in accordance with the regulations
- the collapse or partial collapse of a structure
- the collapse or failure of an excavation or of any shoring supporting an excavation
- the inrush of water, mud or gas in workings, in an underground excavation or tunnel

The Approved Provider or Nominated Supervisor must notify the regulator by telephone or in writing as soon as possible after the injury, illness or incident. If notified by telephone, the regulator may require a written notice of the incident within 48 hours. Records of the incident must be kept for at least 5 years from the date that the incident is notified. The Approved Provider/Nominated Supervisor must ensure the site where the incident occurred is left undisturbed as much as possible until an inspector arrives or as directed by the regulator.

Source

Education and Care Services National Regulations 2011
National Quality Standard
Work Health and Safety Act 2011
Work Health and Safety Regulation 2011

Review

The policy will be reviewed annually.

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: 6th March 2023

Date for next review: 6th March 2024