

## Policy Group 1: Service Philosophy and Goals

### 1.1 Philosophy Statement



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011
- National Quality Standard
- 'My Time, Our Place': Framework for School Age Care in Australia
- United Nations Convention on the Rights of the Child

The service's statement of philosophy provides the foundation for all activities, policies and procedures of the service. Wherever there is uncertainty about policy or procedures, the service will reflect on the principles captured in their philosophy statement to help resolve the issue. The written policies and procedures of the service have been developed, and will be monitored and reviewed with these values and principles in mind.

Coomera Rivers State School Outside School Hours Care believes that each child has the right to be an active member of the community in which they live, to express their opinions and to have their views considered in decisions that affect them.

We believe the best interests of the children and their right to play, learn and develop in a safe and nurturing environment, is the primary consideration in all decision making at the service and is visible in the actions, interactions and daily work with the children.

We believe that children are active learners from birth and through rich, engaging environments and meaningful interactions, we can build a foundation for successful lifelong learning.

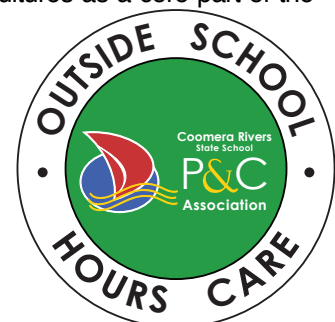
We acknowledge that parents and families are the child's primary educators and that respectful, collaborative relationships strengthen the capacity and efforts of families and OSHC services to support and promote each child's health and wellbeing.

We acknowledge the important role that schools' play in children's education, learning and development and seek to develop complementary and supportive relationships based on collaborative partnerships.

We acknowledge through all aspects of service delivery, the intrinsic worth and strengths of all children and their families, and their right to equitable access and participation in the community.

The service believes that children have the right to have their individual and cultural identity recognised and respected. We value Australia's Aboriginal and Torres Strait Islander cultures as a core part of the nation's history, present and future. We seek to embed Aboriginal and Torres Strait Islander perspectives in our day to day practice with children and families through our commitment to reconciliation.

We value ongoing learning and reflective practice as a way to inform and enrich the decisions made that continuously promote positive wellbeing, learning and developmental outcomes for children.



## Policy Group 1: Service Philosophy and Goals

### 1.2 Goals



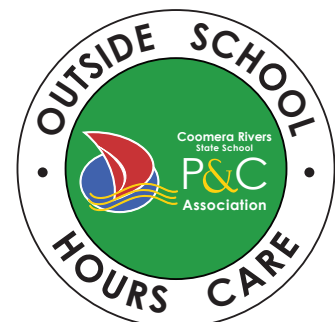
#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011
- National Quality Standard
- 'My Time, Our Place': Framework for School Age Care in Australia

Coomera Rivers Outside School Hours Care bases its operations, program and practice on the following goals that promote the learning outcomes for children as outlined in the 'My Time, Our Place' Framework for School Age Care in Australia. Our goals are to encourage children to:

- **Have a strong sense of identity** – The service aims for each child to feel safe, secure and supported, to develop their capacity for self-regulation, to succeed when they are faced with challenges, to respect others and to experience a strong sense of self-worth and belonging;
- **Be connected with and contribute to their world** – The service demonstrates awareness of connections, similarities and differences between people and to respond in positive ways by encouraging children to express their opinions, listen to others and to respect diverse perspectives;
- **Have a strong sense of wellbeing** – The service aims to support children to develop self-regulation, to manage their emotions in ways that show care, understanding and respect for the feelings and needs of others, and to take increasing responsibility for their own health and physical wellbeing;
- **Be confident and involved learners** – The service aims to support children to use reflective thinking to consider why things happen and what can be learnt from experiences, to communicate and make visible their ideas and theories, to collaborate with others, and to model reasoning, predicting and problem solving; and
- **Be effective communicators** – The service aims to develop children's ability to convey and construct messages with purpose and confidence, resolve conflicts and follow directions by modeling, and encouraging children to express themselves effectively in a range of contexts and for a range of purposes.



## Policy Group 2: Children

### 2.1 Respect for Children Policy

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- 'My Time, Our Place' Framework for School Age Care in Australia
- National Quality Standard 5.1 Respectful and equitable relationships are maintained with each child
- Policies: 2.4 – Arrivals and Departures of Children, 2.5 – Reporting of Child Abuse, 2.6 – Behaviour Management and Support, 2.8 – Anti-bullying, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 2.15 – Children's Property and Belonging, 3.3 – Educators Practice, 4.9 – Children's Toileting.



#### Procedures

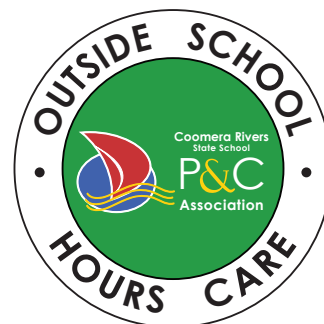
The children are to be considered and, as far as reasonably possible, actively involved in the ongoing development of:

- Program and activities (Policy 3.1 – Educational Program Planning);
- Behavior expectations of the service (Policy 2.6 – Behaviour Support and Management); and
- The aesthetics of the physical environment of the service (NQS Area 3 – Physical Environment).

Educators will:

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

Date of Development	Date Ratified	Date of Review



## Policy Group 2: Children

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

The service regards as of utmost importance its role in the protection of children in its care. This includes the moral and legal duties to care for children associated with the service whilst not in the care of their parents or other primary caregivers, and to commit to the safety and wellbeing of children whilst attending this Outside School Hours Care service.



#### Relevant Laws and other Provisions

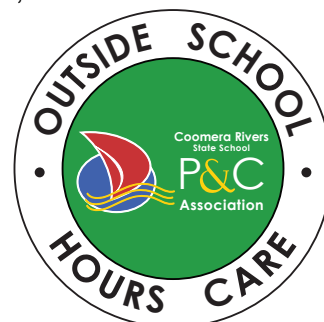
The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Child Protection Act 1999 and Regulations 2000
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Duty of Care
- National Quality Standard 2.2 Each child is protected
- Policies: 2.5 – Reporting of Child Abuse, 2.6 – Behaviour Support and Management, 2.8 – Anti-bullying, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 3.3 – Educators Practice, 4.9 – Children’s Toileting.



#### Procedures

- Management, Nominated Supervisors and educators shall be committed to providing an environment that is safe and promotes the well-being of all children at all times through:
- Requiring that educators and management sign a code of conduct (see Policy Group 8 and 10);
- Ensuring educator employment and training procedures are implemented so that the service employs suitable people and conducts adequate induction and orientation (see Policy Group 8);
- Ensuring educators are directed that, when setting up for all activities, there is a safe physical environment as far as reasonably foreseeable and practicable;
- Children are actively supervised to ensure that they are protected from harm caused by:
  - Physical injury; and/or
  - Harassment and other non-physical harm to the child, whether caused by other children, staff, parents of other children or any other person;
- Educators seek to ensure that they are not alone at the service with a child, except in an emergency;
- Educators will supervise all areas available to children;
- Written parental permission will be obtained for children to be photographed at the service. Photographs will be for service use only;

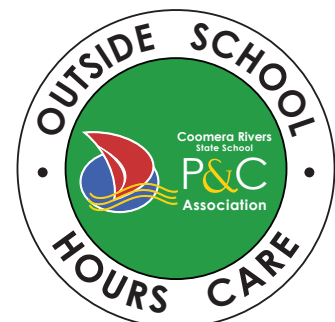


- Educators will instruct the children to inform them when going to the toilet and will ensure that the Children's Toileting Policy (see Policy 4.9) is followed at all times; and
- Educators, ancillary staff and volunteers are to comply with legal requirements to hold, the appropriate child worker clearances under the Working with Children (Risk Management and Screening) Act 2000

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

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

Date of Development	Date Ratified	Date of Review



## Policy Group 2: Children

### 2.3 Educator to Child Ratios Policy

Educator to child ratios will be in keeping with, or better than, those set out in the Education and Care Services National Regulations 2011. In setting ratios, consideration will be given to the activities undertaken, the ages and abilities of the children and any special needs that the children may have as well as the ongoing obligation to ensure effective supervision.



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Family and Child Commission Act 2014
- Duty of Care
- National Quality Standard 4.1 Staffing arrangements enhance children's learning and development
- Policies: 3.5 - Excursions, 3.6 - Transport for Excursions, 4.5 - Illness and Injury, 7.2 – Drills and Evacuations, 7.3 – Harassment and Lockdown.



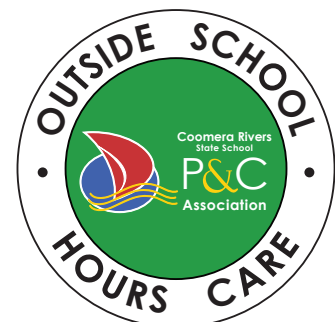
#### Procedures

In setting educator to child ratios, management will be guided by the Education and Care Services National Regulations 2011 and the Specific Provisions for Queensland (Part 7.5), which set out the following:

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

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

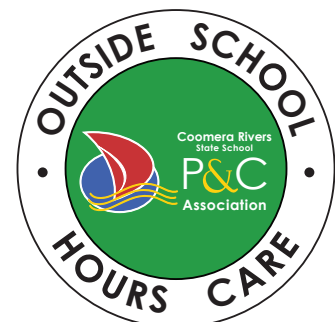
Volunteer workers may be counted towards the educator to child ratios for the service provided the qualification requirements are met. Volunteers under the age of 18 must be fully supervised. Risk assessments will be conducted, as necessary, when utilising volunteers.



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

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

Date of Development	Date Ratified	Date of Review



## Policy Group 2: Children

### 2.4 Arrivals and Departures of Children Policy

The service's responsibility for the child begins when the child enters the premises, and ends when the child leaves the premises. For the safety and protection of children, and in keeping with Duty of Care considerations, the service has strict procedures regarding the arrival and departure of children and particularly the persons who may collect children from the service.



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Commission Act 2014
- Child Protection Act 1999 and Regulations 2000
- Australian Government Department of Education Children's Services Handbook
- Duty of Care
- National Quality Standard 2.2 Each child is protected
- Policies: 2.3 – Educator to Child Ratios, 2.12 - Managing Duty of Care – Non-Attending Children, 2.14 – Bookings and Cancellations.



#### Procedures

##### HOURS OF OPERATION

Before School Care: 6am until 8.15am

After School Care: 2.30pm until 6.30pm

Vacation Care: 6am until 6.30pm

Pupil Free Days: 6am until 6.30pm

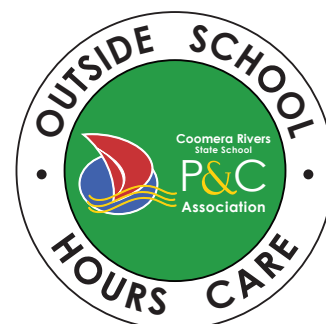
All children will be signed in and out by the parent, guardian or other person whom the parent/guardian has nominated on the enrolment form, or subsequently in writing, as being authorised to do so (authorised nominee).

- Before School Care: All children must be signed in by an authorised person and signed out by an educator;
- After School Care: All children must be signed in by an educator and signed out by an authorised person; and
- Vacation Care/Pupil Free Days: All children must be signed in and out by an authorised person.

Absences and non-signature sessions will be initialed by an educator and must be signed by an authorised person as soon as possible.

Cancellation of bookings will only be accepted by parents/guardians.

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





Educators will, where it is possible without unreasonably endangering any person, not allow children to leave the service unaccompanied, or to be released to a person other than the parent or guardian of the child, or to an authorised nominee as permitted under the above procedure. If in doubt, the Nominated Supervisor/Responsible Person will contact a parent/guardian immediately to discuss.

Where no written authority has been given, the parent/guardian may give permission by text message, email or telephone, for an alternative person to collect the child or for the child to leave the service unaccompanied. The parent must provide the name and description of any such person concerned and proof of their identity will be required on arrival.

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

## Unauthorised Collection

In the event that an unauthorised person attempts to remove a child from the service, the Coordinator will be notified immediately. All efforts will be made to ensure that the child remains at the service however, in doing so, the Coordinator and/or educators are not to put the safety of themselves or others at risk.

If the child is removed from the service by an unauthorised person, the child's parent/guardian will be notified and the police will be called.

Details of the unauthorised collection will be recorded on an incident report form and will include the following information:

- Distinguishing features of the unauthorised person such as gender, ethnicity, hair length and colour, approximate age, clothing, height, scars, tattoos, etc.; and
- Details of vehicles used including the make, colour, registration number and direction of travel.

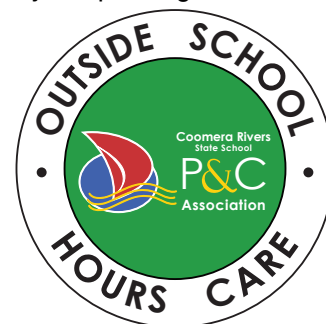
The Coordinator will advise the Approved Provider immediately upon calling the police and the Regulatory Authority will be notified using the appropriate forms.

## Late Arrivals and Departures

If the child who is booked in to the service for care has not arrived within ten minutes of expected arrival, the service shall implement a process for locating the child, such as a search of the classroom area and/or contacting the school office to see if the child attended school or had been collected during the day. If the child cannot be located, then the parent/guardian will be contacted on the phone numbers provided. If necessary, the emergency contacts provided by parents/guardians will also be contacted.

If at closing time (6.30pm) children have not been collected or parents have not made arrangements for collection within 15 minutes of normal closing time, parents/guardians will be contacted on the phone numbers provided, and if necessary, emergency contact numbers provided by the parent/guardian. In the event there is no response from contact numbers or parents are unable to arrange collection, advice will be sought from the police.

**In the event that a family has multiple and/or frequent late collections (after 6.30pm) the Service reserves the right to review the permanent bookings for the family and, after investigating the families reasons for the late collections can, with two weeks written notice to families, cancel the permanent bookings of these families**



## Children Unaccounted for During the Program

In the event that a child is unaccounted for during the operating hours of the program, the Coordinator will be notified immediately after the disappearance is discovered.

The Coordinator will undertake a rapid and comprehensive search of the service's approved area to locate the child. In the event that the child is not located, the child's parent/guardian will be notified and the police shall be called.

An incident report will be completed and will include information such as:

- Date, time and location of the child when they were last accounted for;
- Details of the supervising educator and the circumstances surrounding their disappearance;
- Details of actions instigated to locate the child;
- What the child was wearing and any distinguishing features; and
- Time parent/guardians and other agencies were contacted.

The Coordinator will advise the Approved Provider immediately upon calling the police and the Regulatory Authority will be notified using the appropriate forms.

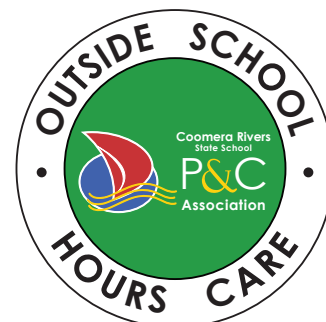
## Children Leaving Without Permission

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

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

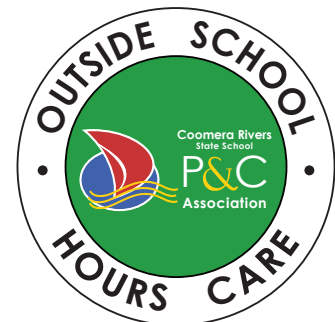
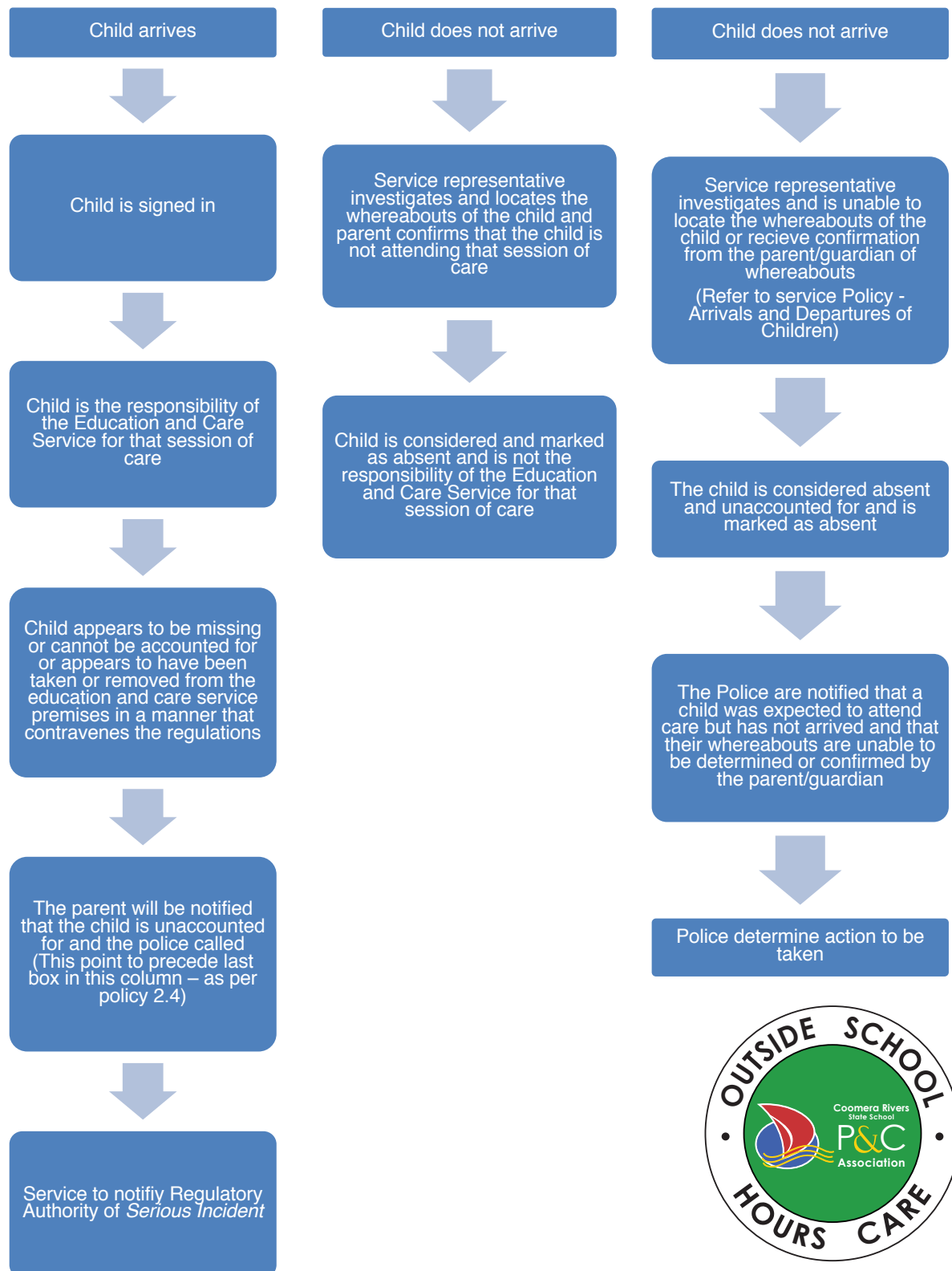
- It will or may leave the other children in the service with insufficient supervision; and/or
- It will, or may expose that staff member to an unacceptable risk of personal harm.

Date of Development	Date Ratified	Date of Review



## Policy Group 2: Children

### 2.4.1 OSHC Arrival and Accountability Procedure



## Policy Group 2: Children

### 2.5 Reporting of Child Abuse Policy

The service abides by the guiding principles of the Child Protection Act 1999 that the safety, wellbeing and best interests of a child are paramount, and that a child has a right to be protected from harm or risk of harm.

The Child Protection Act 1999 requires certain professionals, referred to as 'mandatory reporters', to make a report to Child Safety, if they form a reasonable suspicion that a child has suffered, is suffering or is at an unacceptable risk of suffering significant harm caused by physical or sexual abuse, and may not have a parent able and willing to protect them.

The Education and Care Services National Regulations 2011 require an Approved Provider to notify the Regulatory Authority of information in respect of prescribed matters including incidents where the Approved Provider reasonably believes that physical and/or sexual abuse of a child has occurred or is occurring while a child is cared for at an education and care service, or, an allegation that sexual abuse of a child has occurred or is occurring while a child is being educated and cared for at a service. [National Regulation 175(2)(d)&(e)].



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Child Protection (Mandatory Reporting— Mason's Law) Amendment Act 2016
- Family and Child Commission Act 2014
- Child Protection Act 1999 and Regulations 2000
- Duty of Care
- National Quality Standard 2.2 Each child is protected
- Policies: 2.2 - Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.10 - Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 8.4 – Educator Professional Development and Learning.



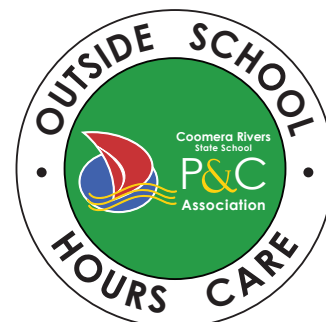
#### Procedures

Approved Providers, Nominated Supervisors and Educators are Mandatory Reporters.

The Mandatory Reporters at our school age care service will report reasonable suspicions or disclosures of harm to the Department of Child Safety.

Mandatory reporters should also report to Child Safety a reasonable suspicion that a child is in need of protection caused by any other form of abuse or neglect.

Individuals who are volunteers or under 18 years of age are not mandatory reporters.



Educators who are Mandatory Reporters may give information about their reportable suspicion to the Nominated Supervisor of our service to enable the Nominated Supervisor to take appropriate action.

To help with decision making and the need to report, the service will access and refer to the online guide from the Department of Child Safety ([www.communities.qld.gov.au/childsafety/protecting-children](http://www.communities.qld.gov.au/childsafety/protecting-children)).

Where concerns do not reach the threshold for reporting to Child Safety, the family, with their consent, may be referred to Family and Child Connect for support (13FAMILY /13 32 64).

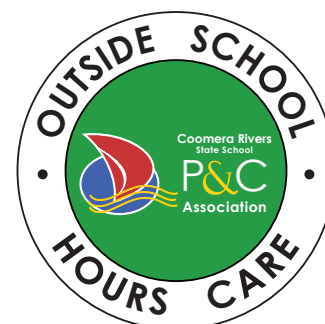
The Approved Provider will ensure that all educators have appropriate and up to date information and training regarding the services child protection policies, current Child Protection Laws and Regulations including the current mandatory reporting obligations.

Relevant educators will record all details and objective observations immediately. This record is to be kept separate from any incident book and is to remain confidential. Information will be shared with the school Principal.

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

For matters in relation to National Regulation 175 (2)(d)&(e), the Nominated Supervisor as the representative of the Approved Provider will notify the Regulatory Authority via the National Quality Agenda IT System (NQA IT System) within 24 hours of an incident (<https://public.nqaits.acecqa.gov.au/Pages/Landing.aspx>). Where/if the NQA IT System is not accessible the Regulatory Authority will be contacted.

Date of Development	Date Ratified	Date of Review



## Policy Group 2: Children

### 2.6 Behaviour Support and Management Policy

This service recognises the wide range of age groups that access Outside School Hours Care, the differing developmental needs of individual children and the variety of diverse backgrounds.

Behaviour support and management strategies play a vital role in providing a safe and happy environment for all children. Families, staff and children all have roles to play, as detailed in this policy. Behaviour support and management are approached through:

- Consistency, understanding and supporting children to self-regulate their behaviour;
- Respecting each individual child, preserving and promoting their self-esteem;
- Encouraging positive behavior using praise and effective programming; and
- Having regard to all principles as set out in the service Philosophy Statement.



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- 'My Time, Our Place' Framework for School Age Care in Australia
- National Quality Standard, Quality Area 5 Relationships with Children
- Policies: 2.1 - Respect for Children, 2.3 – Educator to Child Ratios, 2.7 – Exclusion for Behavioural Reasons, 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 3.10 – Observational Recording, 4.6 – Medication, 5.2 - Food and Nutrition, 9.3 – Communication with Families, 9.5 – Complaints Handling.



#### Procedures

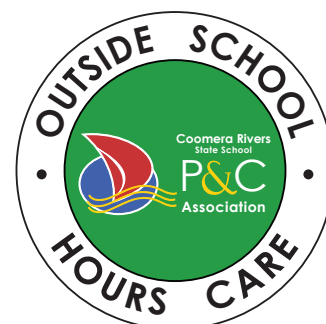
Educators are trained to respond to various developmental stages of the differing ages of the children who attend the service, and will apply appropriate behaviour support and guidance techniques which will be consistent with the Philosophy Statement of the service.

Educators involve the children as far as reasonably possible in developing behaviour expectations for the service. These behaviour expectations will be clear, child focused, based on acceptable wider community expectations, easy to understand and will be on display throughout the service. This information is also provided in the Educator Handbook and in the Family Handbook issued to all parents/guardians on enrolment.

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

Educators are required to:

- Model appropriate behaviour, including using positive language, gestures, facial expressions and tone of voice;
- Monitor children's play, pre-empting potential conflicts or challenging situations and support children to consider alternative behaviours;



- Constantly and consistently use positive guidance strategies when reinforcing the service behavior expectations;
- Support children to make choices, accept challenges, manage change, cope with frustration and to experience the consequences of their actions; and
- Acknowledge children through encouragement or reward when they make a positive choice in managing their own behavior.

Educators are not permitted at any time to use physical force/restraint or physical, verbal or emotional punishment and practices that demean, humiliate, frighten or threaten a child.

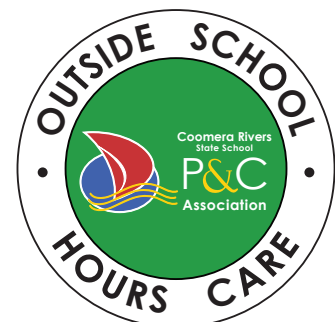
Educators prompt and support children, who are experiencing anger, frustration or fear, to move to another activity, or a prearranged downtime /safe place.

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

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

Parents/guardians are not permitted to approach other children attending the service regarding behavior incidents and/or issues.

Date of Development	Date Ratified	Date of Review



## Policy Group 2: Children

### 2.7 Exclusion for Behavioural Reasons Policy

The service has a duty of care to all children and educators who attend or work at the service. If,

- A child exhibits inappropriate behaviour or behaviour which threatens the safety or wellbeing of any child or other persons in the service;
- In the Coordinator's reasonable opinion, the behaviour amounts, or may amount, to a threat to the safety or wellbeing of any child or other person in the service; and/or
- The behavior support and management procedures (see policy 2.6) have been properly applied first but without success, or the behavior presents such an immediate potential threat that it is not reasonably possible to apply those procedures;

The child whose behaviour is inappropriate or has caused the threat to safety or wellbeing, may be excluded from the service temporarily or, in some cases permanently.



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- National Quality Standard, Quality Area 5 – Relationships with children and Quality Area 6 – Respectful relationships with families are developed and maintained and families are supported in their parenting role
- Policies: 2.1 - Respect for Children, 2.6 - Behaviour Support and Management, 3.10 – Observational Recording, 9.3 – Communication with Families, 9.5 – Complaints Handling.



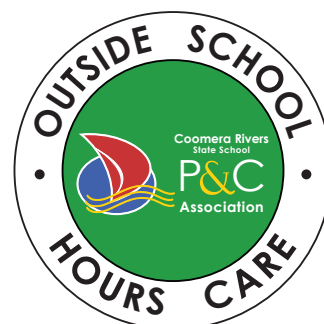
#### Procedures

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

- The Approved Provider will be notified; and
- A letter will be sent to the parent/guardian detailing the child's behaviours, exclusion time and expected return date.
- Prior to the child's return, a meeting will be held between the Coordinator, parent and child to discuss possible strategies.
- A behaviour support plan will be developed for including the child back into the program. If the child is included back and the same behaviour continues upon return, the child will be excluded permanently from the service.

#### Physical danger to child or others

- If a child's behaviour causes or may reasonably cause physical danger to other children, educators or the child themselves, the parent/guardian of that child will be contacted immediately and asked to collect the child.
- The child will be excluded from the program effective immediately and the lifting of the exclusion will be at the discretion of the Coordinator and Approved Provider.



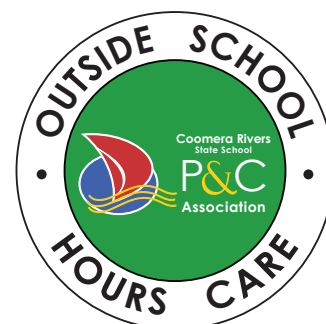


## Exclusion from school

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

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

Date of Development	Date Ratified	Date of Review



## Policy Group 2: Children

### 2.8 Anti-bullying Policy

The service has a duty of care to all children who attend as well as educators and staff who work within the service. The service is committed to providing a safe and caring environment, which fosters respect for others. This service will not tolerate bullying behaviours. We are committed to providing a supportive program for all stakeholders including targets, bullies and witnesses.



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- Child Protection Act 1999 and Regulations 2000
- Family and Child Commission Act 2014
- National Quality Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships
- Policies: 2.1 - Respect for Children, 2.6 - Behaviour Support and Management, 3.10 – Observational Recording, 9.3 – Communication with Families, 9.5 – Complaints Handling.



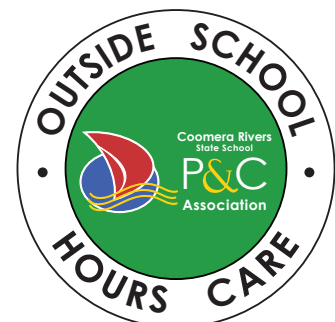
#### Procedures

##### **Educators will:**

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

##### **Children will be encouraged to**

- Report any incidents of bullying that they are either involved in or witness;
- Help someone who is being bullied;
- Do everything they can to keep the play safe and happy; and
- Use the strategies that they have been encouraged to use to deal with a bullying incident.



## Parents will be encouraged to

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

## Responding to a bullying incident

The service is committed to implementing positive and permanent solutions to bullying. Educators, children and parents will work together to stop all bullying as part of the 'zero tolerance' approach.

In the event of an observed or immediately reported incident (either by witness, victim or third party), an educator, while such an incident may still be occurring, will implement the following procedures:

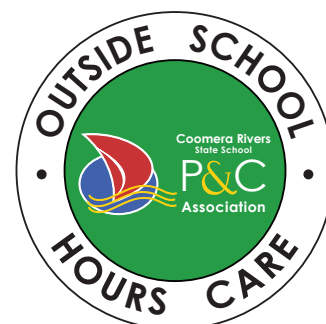
- Intervene, mediate and discuss with the children involved and witnesses, an appropriate solution to the problem, including a back-up plan. Children are encouraged to use conflict resolution strategies;
- Implement the agreed upon solution and back-up plan if necessary; and
- Record incidents on appropriate forms.

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

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

Further offences may result in suspension from the service. Re-entry will require an agreed behaviour contract.

Date of Development	Date Ratified	Date of Review



## Policy Group 2: Children

### 2.9 Inclusion and Anti-bias Policy

The service supports the principles of equity and justice through implementing inclusive and anti-bias practices. Our aim is to embed equal opportunities and respectful relationships irrespective of nationality, race, religion, gender and/or special needs. Through inclusive practices, educators support each child to achieve a strong sense of belonging and achievement and to recognise and challenge bias. Programs and environments which support inclusion and anti-bias will be regularly reviewed and assessed, and changes implemented to address inequalities.



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- QLD Anti-Discrimination Act 1991
- 'My Time, Our Place' Framework for School Age Care in Australia
- National Quality Standard, Quality Area 5 – Relationships with children and Quality Area 6 – Collaborative partnerships with families and communities
- Policies: 2.1 - Respect for Children, 2.6 – Behaviour Support and Management, 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 8.3 – Recruitment and Employment of Educators, 8.10 – Employee Orientation and Induction, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 – Complaints Handling.



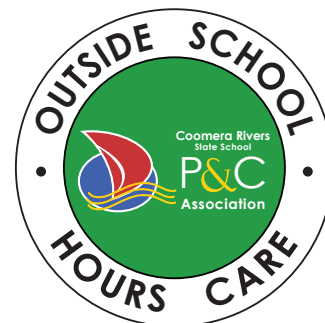
#### Procedures

##### Parents will

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

##### Educators will

- Ensure that their language and daily practices are inclusive and non-discriminatory;
- Have the opportunity to develop their understanding of inclusion principles and anti-bias through professional development and active participation in in-service training;
- Self –evaluate and monitor their biases concerning gender, stereotypes or other differences between children;
- Ensure their behaviours comply with the service's policies and code of conduct;

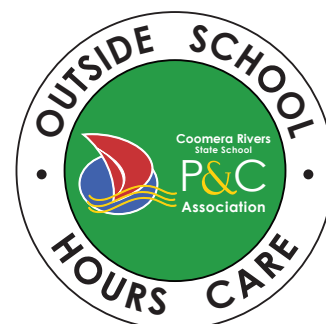


- Utilise the parent's expertise in relation to their child's needs and communicate effectively with parents;
- Collaborate with the local community of the service;
- Show respect for the various ways that families care for their children and be aware of different child-rearing practices and beliefs;
- Incorporate into the program advice identified through consultation with other professionals, the child's family and those with particular expertise in relevant areas; and
- Ensure that their interactions with children:
  - Promote gender equality;
  - Promote equality regardless of race, culture or other differences;
  - Encourage children to develop to their full potential regardless of different abilities or needs; and
  - Acknowledge and value children's unique and individual strengths and differences.
- Implement a range of practices to actively counteract bias or prejudice such as:
  - Provide a variety of experiences that promote the diversity of children's social, cultural, linguistic and ability backgrounds;
  - Use anti-bias language when communicating with children and families;
  - Talk to children about differences in positive ways;
  - Celebrate occasions that are relevant to a variety of cultures;
  - Share information with children about different cultures and ability backgrounds;
  - Provide inclusive models when discussing family structures with children;
  - Provide inclusive resources, experiences and materials;
  - Provide information for children and families in other languages when appropriate;
  - Display posters and materials that are representative of a variety of social, cultural, linguistic and ability backgrounds; and
  - Ensure the physical environment reflects an inclusive and anti-bias approach.

### Management will

- Support educators in their professional development opportunities to ensure the provision of inclusive and anti-bias programs;
- Assess service documents and communications to ensure that they are inclusive and promote an anti-bias approach;
- Ensure all enrolment policies and practices are inclusive and non-biased;
- Provide the opportunity for parents and educators to contribute to the review of the policy on an annual basis;
- Ensure that all equipment and resources purchased promote diversity and inclusion;
- Include in the educator selection criteria the applicant's ability to accept and implement inclusive practices and an anti-bias approach;
- Include information regarding the services commitment to inclusive practices and anti-bias in the Educator Handbook and induction and orientation package; and
- Include information regarding the service's commitment to inclusive practices and anti-bias in the Parent/Family Handbook given to families on enrolment.

Date of Development	Date Ratified	Date of Review



## Policy Group 2: Children

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

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

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

Harm may be categorised in the following types:

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



#### Relevant Laws and other Provisions

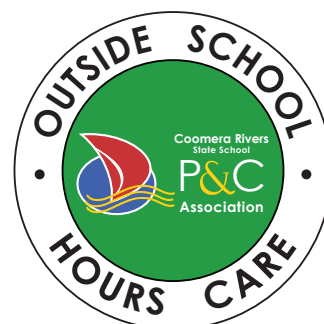
The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Commission Act 2014
- Child Protection Act 1999 and Regulations 2000
- National Quality Standard 2.2 Each child is protected
- Policies; 2.1 - Respect for Children, 2.5 – Reporting of Child Abuse, 2.8 – Anti-bullying, 3.10 – Observational Recording, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.5 – Complaints Handling



Procedures

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



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

For educators who suspect that a child is being abused, an appropriate response should include the following:

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

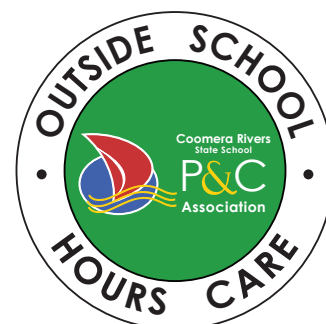
Educators shall report disclosures or suspicions of harm in a confidential manner to the service Nominated Supervisor, Coordinator and/or Approved Provider who will take the following action:

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

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

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

Date of Development	Date Ratified	Date of Review



## Policy Group 2: Children

### 2.11 Including Children with Special/Additional Needs Policy

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Disability Discrimination Act 1999
- QLD Anti-Discrimination Act 1991
- Inclusion and Professional Support Program Guidelines (2013-2016)
- National Quality Standard, Quality Area 5 – Relationships with children and Quality Area 6 – Collaborative partnerships with families and communities
- Policies: 2.1 - Respect for Children, 2.3 - Educator Ratios, 2.9 – Inclusion and Anti-bias, 4..9 - Children's Toileting, 9.1 - Access, 9.2 – Enrolment, 9.3 – Communicating with Families.



#### Procedures

The parent/guardian will be required to provide relevant information upon enrolment which pertains to the child's special/additional needs. This shall be in response to appropriate questions on the enrolment form and included as part of an interview process.

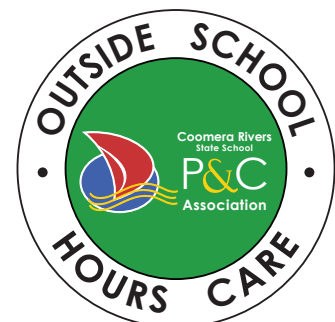
The service shall follow through with an equal opportunity enrolment process for all children. This will involve collecting appropriate information about children which may impact on their ability to participate in the program.

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

Parent/guardian permission shall be requested should the service wish to make contact with the Inclusion Support Provider (ISP). This shall be in the format as required by the ISP.

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

The processes outlined in the Inclusion Support Provider Guidelines shall be followed to establish a service support plan. This may involve professional support from the ISP.



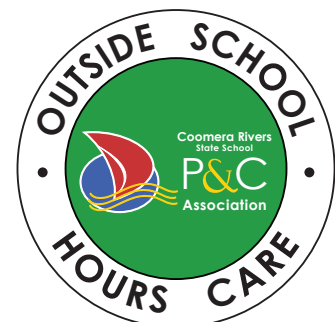


The service shall appropriately assess their capacity to include the child within the service through conducting a risk management process if necessary.

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

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

Date of Development	Date Ratified	Date of Review



## Policy Group 2: Children

### 2.12 Managing Duty of Care – Children who arrive at the service without a booking

The service recognises that on occasion, children may arrive at or be brought to the service when they are:

- Enrolled in the service but have not been booked in for a session; or
- Not enrolled at the service and have not been collected by their parent/guardian.

For whatever reason assistance is sought, the SAC employees shall at all times be required to observe both their duty of care and statutory obligations to the best of their knowledge and capacity to ensure the safety and wellbeing of the child.



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- National Quality Standard 2.2 Each child is protected
- Policies: 2.3 – Educator to Child Ratios, 2.4 – Arrivals and Departures of Children, 9.2 – Enrolment, 9.3 – Communication with Families.



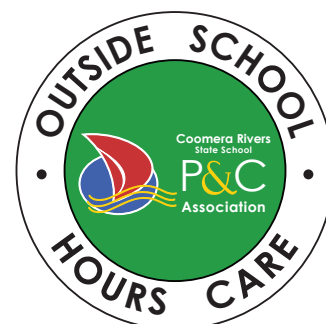
#### Procedures

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

- Follow school procedure by sending children to the office if they are not booked into service; and
- Communicate with the office by telephone or in person that the child has been referred to the office for collection by parents or guardians.

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

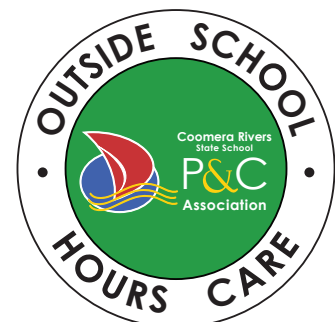
- Make reasonable attempts to call parents or authorised persons; and
- Ensure strict adherence to ratios and other legislative guidelines.



If the school office is unattended, the Coordinator shall implement the following procedure when observing their duty of care for self-referred children or children who have not been collected from school and who are not currently enrolled in the service:

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

Date of Development	Date Ratified	Date of Review



## Policy Group 2: Children

### 2.13 Use of Photographic and Video Images of Children Policy

The service acknowledges the privacy of families and right to give approval for the use of photographic and video images of their child that support and promote their involvement in relevant program and activities. Parent permission is obtained prior to any photographs/videos of children being taken or displayed.



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Family and Child Commission Act 2014
- Privacy Act 1988 and Regulations 2013
- Child Protection Act 1999 and Regulations 2000
- National Quality Standard, Quality Area 1 – Educational Program and Practice
- Policies: 2.1 - Respect for Children, 3.2 - Program and Documentation Evaluation, 3.10 - Observational Recording, 9.2 - Enrolment, 10.8 - Information Handling (Privacy and Confidentiality), 10.12 - Information Technology.



#### Procedures

Parents/guardians shall be required to authorise permission for images of their children to be taken and used by the service on relevant enrolment forms and documentation. Parents/guardians shall also be informed of the procedure for processing photographic images.

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

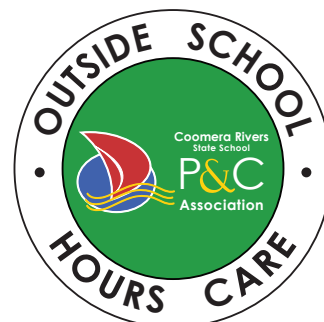
Parental and/or guardian special permission will be requested for photographs taken and intended to be used for promotional purposes outside of the local community.

Employees of the service shall only be permitted to photograph children using equipment owned solely by the SAC service or school (if shared equipment).

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

To protect the privacy of families, children will be encouraged not to photograph other children or educators with their own electronic devices.

Date of Development	Date Ratified	Date of Review



## Policy Group 2: Children

### 2.14 Bookings and Cancellations Policy

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Australian Government Department of Education and Training – Child Care Provider Handbook
- National Quality Standard 7.1 Governance supports the operation of a quality service
- Policies: 2.3 - Educator Ratios, 2.4 - Arrivals and Departures of Children, 3.5 - Excursions, 9.2 - Enrolment, 9.3 - Communication with Families, 10.4 - Fees.



#### Procedures

##### Before and After School Care

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

- A completed enrolment form meeting the requirements of a complying written agreement (CWA) is received for that child prior to their attendance at the service; and
- Parents/guardians are made aware of the service policies and procedures and have been provided with appropriate information in respect of the booking processes.

All staff shall be trained in the taking and management of bookings.

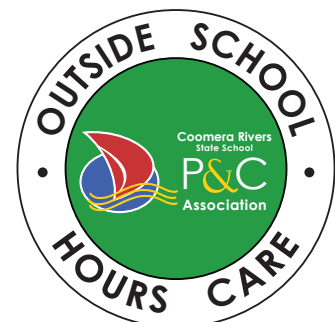
Routine bookings shall be entitled to a reduced fee as per the fees policy. A routine booking shall be defined by a regular pattern of attendance throughout each term on one or more occasion per week or fortnight.

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

Casual bookings shall attract a higher fee due to the nature of the booking and irregular pattern of attendance.

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

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



Bookings are required by all families who seek to use the service on a routine or casual basis.

At the end of each calendar (school) year, the service will manage routine bookings for before and after school care using one of the following options:

- A. All routine bookings for before and after school care are cleared and become vacancies. Families will be required to complete a new booking form with notification of booked days for the coming school year; OR
  -
- B. Families will be given an opportunity to confirm and rebook their routine days from the previous year. Should confirmation not be received by the advertised date, these days will become vacancies and a new booking will be required; OR
  -
- C. All routine bookings for before and after school care will roll over and continue into the new school year unless otherwise informed by the parent/guardian excepting children leaving the school to attend secondary school.

All families should be requested to update their enrolment information at the beginning of a new school year. Any vacancies that arise become subject to the service's own priority of access policy in determining who may fill that vacancy.

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

- From a parent/guardian/authorised persons; and
- Verbally, in writing or by text message.

If a message is received via the child, the parent/guardian will be contacted to confirm the change of arrangements.

Cancellation of bookings for before and/or after school care must be made 48 hours prior to the session starting or a fee, equal to the fee for that session will be charged.

If the child's booking hasn't been cancelled and the service makes attempts to locate the child, a non-cancellation fee may be charged in addition to the prescribed fee for that session.

## **Vacation Care**

In relation to Vacation Care and Pupil Free Days, bookings shall:

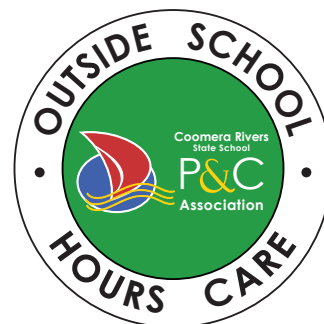
- Be completed on an appropriate booking form distributed with the program; and
- (If appropriate) Attract a fee discount for all bookings paid in advance prior to the start of the Vacation period (see Policy 10.4 – Fees).

Cancellation of bookings for vacation care must be made with 7 working days' notice or a fee, equal to the fee for that session will be charged.

Bookings for vacation care excursions will not be taken without the designated deposit or fee.

Cancellations for vacation care excursions must be made with 7 working days' notice or a fee, equal to the fee for that session will be charged and any money paid may be forfeited.

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



## Absences from Child Care

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

Child Care Subsidy and Additional Child Care Subsidy are payable for up to 42 absence days for a child in a financial year, in relation to sessions of care where an individual still incurs a genuine fee liability to pay for the care. A reason does not need to be provided for a child's initial 42 days of absence.

## Additional Absences

Once 42 absence days have occurred in a financial year, Child Care Subsidy and Additional Child Care Subsidy can only be paid for any additional absences where they are taken for a reason defined in the Family Assistance Law. These reasons can include any of the following:

- the child, the individual who cares for the child, the individual's partner or another person with whom the child lives is ill
- the child is attending preschool
- alternative arrangements have been made on a pupil-free day
- the child has not been immunised against a particular infectious disease, the absence occurs during an immunisation grace period and a medical practitioner has certified that exposure to the infectious disease would pose a health risk to the child
- the absence is because the child is spending time with a person other than the individual who is their usual carer as required by a court order or a parenting plan
- the service is closed as a direct result of a period of local emergency
- the child cannot attend because of a local emergency (for example, because they are unable to travel to the service), during the period of the emergency or up to 28 days afterwards
- the individual who cares for the child has decided the child should not attend the service for up to seven days immediately following the end of a period of local emergency.

In shared care arrangements (where separated parents both claim Child Care Subsidy for the child's care), the allocation of 42 absences relates to the child, not to each individual claimant.

## Permanent Cancellation of Care

Families are required to give a minimum of two weeks' notice, in writing, to advise the service of the permanent cancellation of their booking.

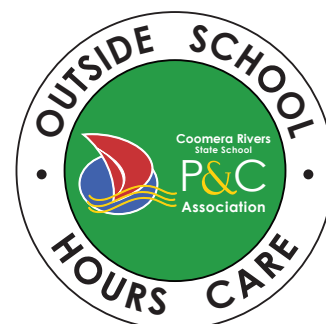
Outstanding balances of the family account will be managed in accordance with the Fees Policy of the service.

## Priority of Access

There are no mandatory requirements for filling vacancies, and providers can set their own policies for prioritising who receives a place.

However, as vacancies in a service arise, providers are asked to consider prioritising children who are:

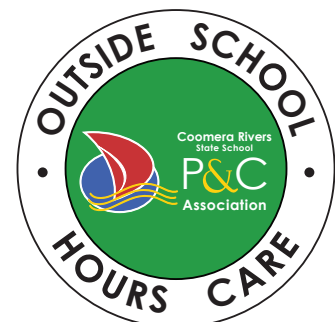
- at risk of serious abuse or neglect
- a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment



The service's Priority of Access for filling a vacancy is as follows:

- the booking is routine
- the child attends the hosting school
- the child is a sibling of a child/ren currently routinely attending the service
- the child is at risk of serious abuse or neglect
- the child is higher on the waiting list whose sole parent, or parents both satisfy the activity test through paid employment

Date of Development	Date Ratified	Date of Review





## Policy Group 2: Children

### 2.15 Children's Property and Belongings Policy

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Duty of Care
- National Quality Standard, Quality Area 1 – Educational program and practice and Quality Area 2 – Children's health and safety
- Policies: 2.1 - Respect for Children, 2.9 - Inclusion and Anti-bias, 2.17 – Children Accessing the Internet, 2.18 – Cyber-bullying, 2.19 – Children's Media Viewing, 3.5 - Excursions, 9.2 - Enrolment, 9.3 - Communication with Families, 9.5 – Complaints Handling, 10.12 Information Technology



#### Procedures

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

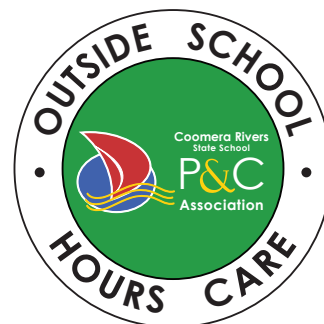
- Footwear;
- Clothing;
- Hats; and
- Bags, lunch boxes and water bottles.

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

The service shall inform parents/guardians through relevant newsletters and publications such as the Family Handbook of appropriate personal belongings required at the service.

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

- Actively encourage children to care for their belongings;
- Remind children when belongings need to be placed in storage e.g. lunch box into bag;
- Provide suitable storage to keep safe (at parent/family or child request) any item of personal belonging which is either special, expensive or at risk of being damaged;
- Ensure that participation in service activities and experiences does not willfully damage belongings; and
- Provide protective equipment such as painting smocks for relevant activities.



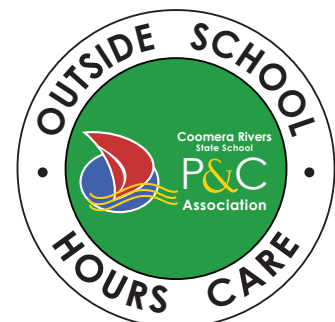
Throughout special program times i.e. Vacation Care or Pupil Free Days, the children may on occasion, and when advised be able to bring with them personal belongings other than day to day necessities e.g. games and toys. This shall be done solely at the discretion and responsibility of the family. No responsibility shall be taken whatsoever for any items brought to the service which become lost or damaged as a result.

Families and children will be encouraged not to bring electronic devices such as iPads, game consoles and mobile phones to the service. Educators are not available to monitor usage of children's personal devices with access to internet and/or social media while at the service.

The service shall provide appropriate storage for lost property which shall be available to children and families at all times.

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

Date of Development	Date Ratified	Date of Review



## Policy Group 2: Children

### 2.16 Promoting Protective Behaviours Policy

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Commission Act 2014
- Child Protection Act 1999 and Regulations 2000
- Duty of Care
- National Quality Standard 2.2 Each child is protected
- Policies: 2.1 – Respect for Children, 2.2 - Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.10 - Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 3.3 – Educator Practices, 9.3 – Communication with Families, 9.6 – Parent and Community Participation.



#### Procedures

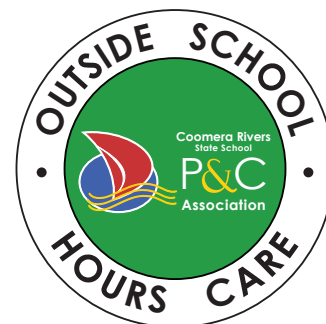
Management, Coordinators and educators shall be committed to providing an environment that encourages children's personal safety and promotes the wellbeing of all children at all times.

Coordinators and educators support children's personal safety through:

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

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

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



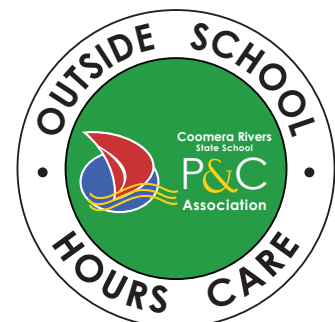
Coordinators and educators collaborate with families to ensure children's learning about personal safety is culturally appropriate.

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

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

Reference: ACSEA. employee manual. brisbane: ASCEA, 2006.

Date of Development	Date Ratified	Date of Review



## Policy Group 2: Children

### 2.17 Children Accessing the Internet Policy

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Commission Act 2014
- Child Protection Act 1999 and Regulations 2000
- Privacy Act 1988 and Regulations 2013
- 'My Time, Our Place' Framework for School Age Care in Australia
- Duty of Care
- National Quality Standard, Quality Area 1 – Educational program and practice; National Quality Standard 2.2 Each child is protected
- Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.8 – Anti-Bullying, 2.15 – Children's Property and Belongings, 2.18 – Cyber-bullying 3.1 – Educational Program Planning, 6.2 – Provision of Resources and Equipment, 9.3 – Communication with Families, 10.12 – Information technology.



#### Procedures

#### Definitions

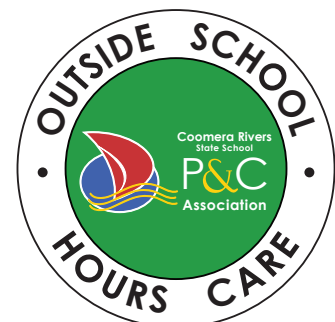
'Internet' refers to the world wide web of computer systems that facilitates the transmission and exchange of data. Information search engines and web browsers include, but are not limited to, Google, Firefox and Internet Explorer.

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

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

#### Service Responsibilities

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



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

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

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

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

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

### **Educator Responsibilities**

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

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

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

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

### **Family Responsibilities**

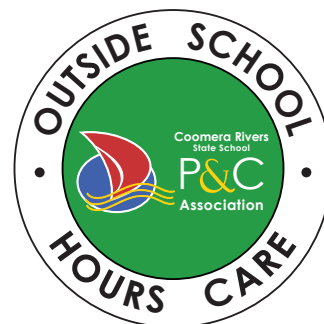
To read through the services 'user agreement' with your child and ensure they have an understanding of the guidelines.

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

### **References**

ACSEA. (2006). employee manual. brisbane: ASCEA.

Date of Development	Date Ratified	Date of Review



## Policy Group 2: Children

### 2.18 Cyber-bullying Policy

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

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Commission Act 2014
- Child Protection Act 1999 and Child Protection Regulations 2000
- Work Health and Safety Act 2011
- Duty of Care
- National Quality Standard 2.2 Each child is protected; National Quality Standard, Quality Area 5 – Relationships with children
- Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.8 – Anti-Bullying, 2.15 – Children’s Property and Belongings, 2.16 – Promoting Protective Behaviours, 3.1 – Educational Program Planning, 6.2 – Provision of Resources and Equipment, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance, 10.12 – Information and Technology.



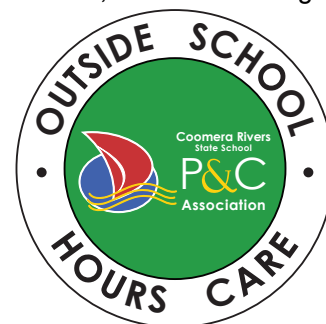
#### Procedures

#### Definitions

‘ICT’ - information and communication technology.

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

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



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

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

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

## **Service Responsibilities**

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

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

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

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

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

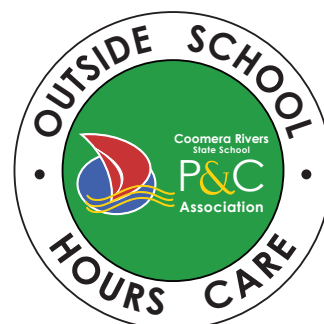
In consultation with management, if there is suspicion that an e-crime has been committed, the Coordinator will report it to the police. Where there is further reasonable suspicion that evidence of a crime, such as an assault, is contained on a mobile phone or other electronic device, the device will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

The service may also be required to complete a 'Notification of Serious Incident' form and forward it to the Regulatory Authority.

## **Educator Responsibilities**

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

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





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

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

- Never posting personal information such as address or telephone number online;
- Never posting photos of themselves (such as 'selfies') online;
- Not responding to any messages that are mean or in any way make them feel uncomfortable;
- Not sending any messages that may be mean or make another person feel uncomfortable;
- Never agreeing to meet any person they have met online;
- Never giving their internet user name or passwords to another person (even best friends);
- Checking with an educator before downloading or installing any software or games; and
- Informing an educator if they access information that makes them feel uncomfortable.

### **Family Responsibilities**

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

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

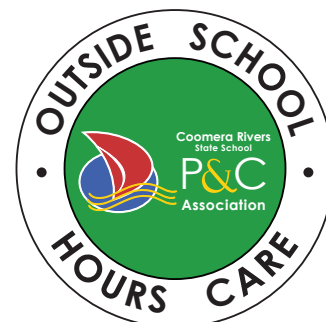
Be aware of your child's access to data on devices, whether securely connected through the service or accessible on their own device.

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

### **References**

ACSEA. (2006). employee manual. brisbane: ASCEA.

Date of Development	Date Ratified	Date of Review



## Policy Group 2: Children

### 2.19 Children's Media Viewing Policy

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Act 2014
- Child Protection Act 1999 and Child Protection Regulations 2000
- Copyright Act 1968
- 'My Time, Our Place' Framework for School Age Care in Australia
- Duty of Care
- National Quality Standard, Quality Area 1 – Educational program and practice
- Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.15 – Children's Property and Belongings, 3.1 – Educational Program Planning, 6.2 – Provision of Equipment and Resources, 9.3 – Communication with Families.



#### Procedures

#### Definitions

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

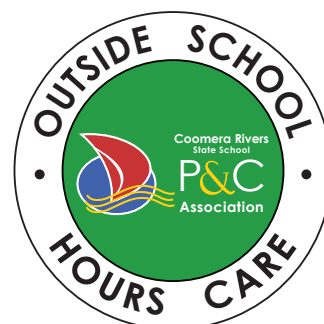
'Copyright' is the legal right granted to an author, composer, playwright, publisher, or distributor to exclusive publication, production, sale, or distribution of a literary, musical, dramatic, or artistic work.

#### Service Responsibilities

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

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

The service will ensure that children's media viewing is incorporated as part of a varied and balanced program designed to enhance children's learning and experiences while in care.



The service will collaborate with families and children in setting guidelines for media viewing within the program. Strategies implemented may include designated times for media and/or technology viewing.

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

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

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

### **Educator Responsibilities**

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

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

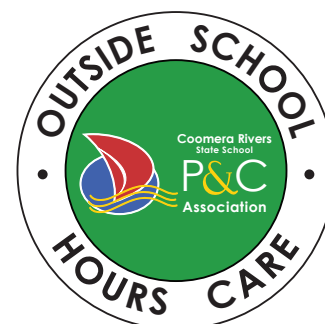
### **Family Responsibilities**

Parents/guardians will ensure that all videos, DVDs, games or music bought to the service by their children are consistent with this policy and the Australian Film and Literature Classifications (G) or (PG).

### **References**

ACSEA. (2006). employee manual. brisbane: ASCEA.

Date of Development	Date Ratified	Date of Review



## Policy Group 2: Children

### 2.20 Supervision of Children Policy

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011
- Family and Child Commission Act 2014
- Child Protection Act 1999 and Regulations 2000
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Duty of Care
- National Quality Standard 2.2 Each child is protected
- Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children From Harm, 2.3 – Educator Ratios, 2.4 – Arrivals and Departures of Children, 2.6 – Behaviour Support and Management, 2.8 – Anti-bullying, 2.11 – Including Children with Special/Additional Needs, 2.12 – Managing Duty of Care – Non-Attending Children, 2.17 – Children Accessing the Internet, 2.18 – Cyber-bullying, 2.19 – Children’s Media Viewing, 3.3 – Educator Practices, 3.4 – Homework, 3.5 - Excursions, 3.6 – Transport for Excursions, 3.7 – Physical Activity, 3.8 – Extra-Curricular Activities, 3.11 – Escorting Children, 3.13 – Water Activities and Safety, 4.9 – Children’s Toileting, 6.4 – Shared Facilities, 7.2 – Drills and Evacuations, 7.3 – Harassment and Lockdown, 8.1 – Role and Expectations of Educators, 8.4 – Educator Professional Development and Learning, 8.5 – Volunteers, 8.8 - Employee Performance Monitoring, Review and Management, 9.3 - Communication with Families, 10.9 – Risk Management and Compliance,



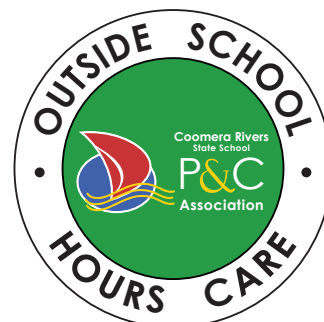
#### Procedures

#### Definition

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

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

Children are encouraged to stay within the service approved area to wait for arriving parents/guardians.



The service adheres to the educator to child ratios as prescribed in the Education and Care Services National Law Act 2010 and Regulations 2011, ensuring that educators counted in the ratios are directly working with children (refer to Educator to Child Ratios Policy 2.3)

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

When planning activities and the necessary supervision requirements, the Coordinator/responsible person in charge will ensure consideration is given to the design and arrangement of the indoor and outdoor environment to ensure it supports active supervision by educators.

The number of supervising educators for activities will be determined through consideration of:

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

For high-risk and excursion activities, a risk assessment will be completed.

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

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

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

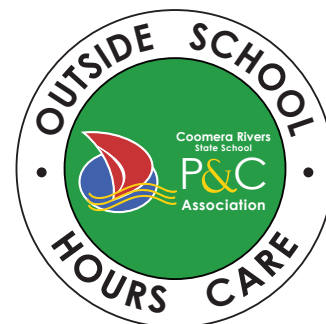
- Scanning – regularly looking around the whole area to observe all the children in the vicinity;
- Positioning – physically positioning themselves in order to observe the maximum area possible;
- Listening – will assist in supervising areas where children may be playing in corners, behind trees or on play equipment; and
- Being ‘with it’ – ensuring they are aware of the children in their area as well as the children’s skills and capabilities in interacting with others.

Educators will be required to do regular head counts and use educator communication methods when supervising activities indoor or outdoor activities.

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

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

- Given guidance and instruction when setting up the environment and/or activities;
- Instructed on the use of various staff communication methods (e.g. use of walkie talkie);
- Aware of the procedures for children accessing the toilet;



- Made aware of children’s individual health and or medical needs and any relevant emergency management plans;
- Made aware of any identified hazards and/or risks to children and the control measures in place;
- Made aware of the children in care, the group dynamics and behaviour strategies that may be useful; and
- Made aware of any children in care with special/additional needs.

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

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

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

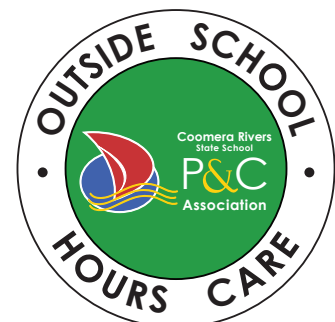
During excursions, educators will supervise children, ensuring educator to child ratios are maintained at all times. This includes in toilets and change rooms. If there is no male educator available to supervise the boy’s toilets, female educators must satisfy themselves that it is safe for the child/ren to access the toilets and will remain outside the toilet area until all child/ren have returned.

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

## References

Queensland Children's Activities Network. (2013). PANOSH Fact sheet #3 - Adequate supervision. Retrieved from PANOSH - Physical Activity Outside School Hours: [www.panosh.com.au](http://www.panosh.com.au)

Date of Development	Date Ratified	Date of Review



## Policy Group 2: Children

### 2.21 Children's Transition to OSHC Policy

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Commission Act 2014
- Child Protection Act 1999 and Regulations 2000
- Duty of Care
- National Quality Standard, Quality Area 1 – Educational program and practice; Quality Area 2 – Children's health and safety; Quality Area 5 – Relationships with children; Quality Area 6 – Collaborative partnerships with families and communities
- Policies: 2.1 – Respect for Children, 2.4 – Arrivals and Departures of Children, 2.6 – Behaviour Support and Management, 2.11 – Including Children with Special/Additional Needs, 2.14 – Bookings and Cancellations, 3.1 – Educational Program Planning, 4.6 – Medication, 4.8 – Sun Safety, 4.10 – Anaphylaxis, 4.15 – Asthma, 4.17 – Children with Medical Conditions, 5.2 – Food and Nutrition, 9.1 – Access, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 – Complaints Handling, 10.18 – Court Orders and the Release of Children in Care.



#### Procedures

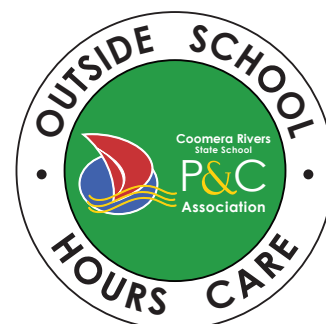
The service will endeavour to establish links with the school and wider child care community in order to build relationships with prospective families and children.

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

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

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

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



Through the service enrolment process, parents/guardians will be requested to attend a short interview with the Coordinator as well as being encouraged to visit the service with their child during operating hours to:

- Meet the Coordinator and educators of the service;
- Tour the approved areas of the service including both indoor and outdoor areas;
- View the service routines such as breakfast or afternoon tea; and
- Observe children involved in activities.

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

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

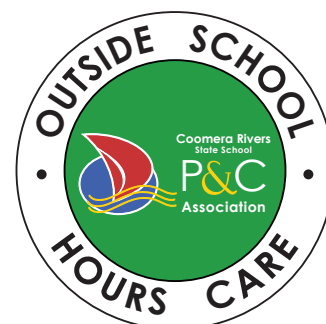
Children starting at the service who are in Prep will be escorted to the classroom on being signed out from Before School Care and escorted from the classroom to After School Care by an educator. Educators will support children to follow classroom expectations and teacher routines (e.g. bag/lunchbox storage, handing in homework, etc.).

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

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

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

Date of Development	Date Ratified	Date of Review





## Policy Group 2: Children

### 2.22 Departures of Children with Self Care or Sibling Care Arrangements Policy

The service recognises that families may permit their children to travel home or to another activity on their own or with an older sibling. Under the written instruction of the family, the service will apply the following procedure to such circumstances.



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

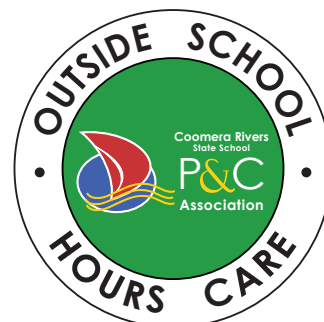
- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Commission Act 2014
- Child Protection Act 1999 and Regulations 2000
- Australian Government Department of Education Children's Services Handbook
- Duty of Care
- Queensland Criminal Code 1899
- National Quality Standard 6.1 Supportive relationships with families; 2.2 Each child is protected
  
- Policies; 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.4 – Arrivals and Departures of Children, 9.2 – Enrolment, 9.3 – Communication with Families



#### Procedures

The service will apply the following procedure for children who are permitted to leave the premises by way of written instruction from their legal parent/guardian either on their own or with a sibling:

- The service will require that the parent provide the following information along with the consent to depart notification:
  - The date/s and times of departure;
  - The child's destination;
  - Expected length of journey to destination (time and distance);
  - Mode of transport i.e. on foot or bicycle; and
  - Name and date of birth of older sibling collecting the child (if applicable);
- The child will be signed out by an educator upon leaving the premises;
- The parent will be notified (by phone, text or email) that the child has left the premises;
- The parent will be asked to phone the service once they have been notified that their child has arrived safely at home or at their next activity;



- The service will provide families with information (by way of fact sheet) regarding children, siblings and self-care arrangements and ask that families use this information as a basis for determining the capacity of their child/ren to be left in self-care arrangements; and
- The service acknowledges that families may use their discretion in determining the capacity of their own children to enter into self-care arrangements.

## Definition

The Queensland Criminal Code 1899 (Section 364A) states:

- A person who, having the lawful care or charge of a child under 12 years, leaves the child for an unreasonable time without making reasonable provision for the supervision and care of the child during that time commits a misdemeanour. Maximum penalty is three years imprisonment.
- Whether the time is unreasonable depends on all the relevant circumstances.

## References

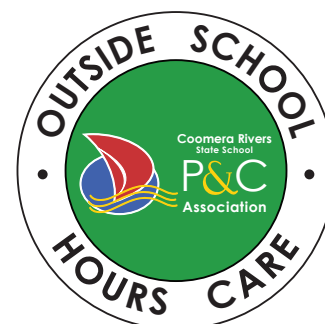
<https://det.qld.gov.au/earlychildhood/family/Documents/pdf/pts-home-alone.pdf> (retrieved December 2017)

[http://raisingchildren.net.au/articles/australian\\_laws\\_about\\_leaving\\_children\\_alone.html#QLD](http://raisingchildren.net.au/articles/australian_laws_about_leaving_children_alone.html#QLD) (retrieved December 2017)

Date of Development	Date Ratified	Date of Review

## Fact Sheet - Home Alone

<https://det.qld.gov.au/earlychildhood/family/Documents/pdf/pts-home-alone.pdf>



## Policy Group 2: Children

### 2.23 Interactions and Relationships with Children Policy

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- United Nations Convention on the Rights of the Child
- National Quality Standard, Quality Area 5 – Relationships with children
- Policies; 2.1 – Respect for Children, 2.6 – Behaviour Support and Management, 2.8 – Anti-Bullying, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.4 – Educator Professional Development and Learning, 8.9 – Employee Code of Conduct, 8.15 – Children of Employees



#### Procedures

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

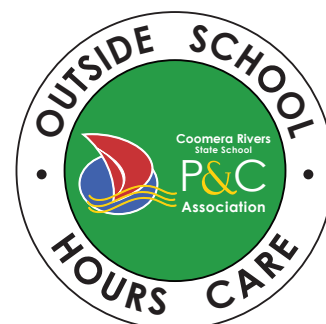
Children's emotional development and social relationships are supported and enhanced by educators through conversation, discussion and promotion of children's language and effective communication.

The Coordinator shall:

- Guide educator's professional development and practice to promote interactions with children that are positive and respectful;
- Establish practice guidelines that ensure interactions with children are given priority and those interactions are authentic, just and inclusive irrespective of difference; and
- Encourage positive interactions which lead to supportive, trusting and respectful relationships.

Educators, volunteers and other staff will:

- Respond sensitively and appropriately to children's efforts to communicate, and to initiate interactions and conversations;
- Encourage children to initiate conversations about their experiences, express their ideas and feelings, share humour and seek assistance as they take on new challenges;



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

### Supporting Children through Difficult Situations

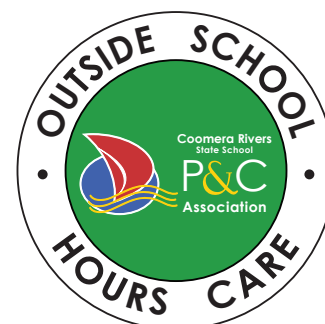
A child’s reaction to a stressful or traumatic situation will depend on factors such as their development and maturity and impact of the event on individuals around them. A child may react in unexpected ways. They may act ‘normally’ at first however, educators must be alert to delayed reactions.

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

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

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

Date of Development	Date Ratified	Date of Review



## Policy Group 2: Children

### 2.24 Children's Participation and Decision Making Policy

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

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

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011
- Anti-Discrimination Act 1991 (QLD)
- UN Convention on the rights of the Child
- National Quality Standard, Quality Area 1 – Educational program and practice; Quality Area 5 – Relationships with children
- Policies: 2.1 – Respect for Children, 2.11 – Including children with Special/Additional Needs, 2.19 – Children's Media Viewing, 2.23 – Interactions with Children, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 3.4 – Homework, 3.5 – Excursions, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 3.13 – Water Activities and Safety, 3.15 – Cooking with Children, 4.7 – Keeping of animals, 5.6 – Menu Development, 8.1 – Role and Expectations of Educators, 8.9 – Employee Code of Conduct, 9.3 – Communication with Families, 10.8 – Information Handling (Privacy and Confidentiality).

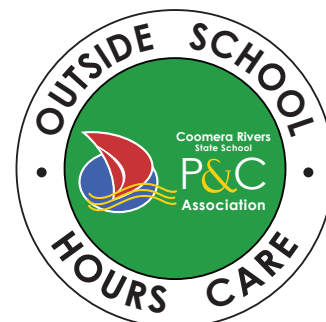


#### Procedures

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

#### The Service will:

- Ensure children are consulted about the environment and program in which they participate;
- Ensure different communication strategies of children, such as body language, facial expression, the manipulation of objects and/or conversation are used to support child-initiated activities and programs;

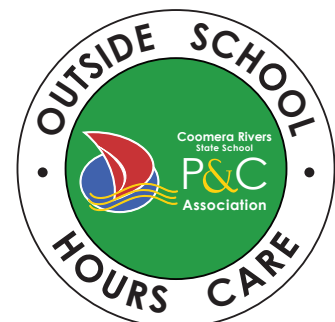


- Ensure children participate in decision making processes;
- Facilitate children's meetings, recording and documenting their conversations and ideas in a children's meeting book. Educators or other children shall act as a scribe for what children say, making notes for further follow up; and
- Ensure children's views are actively sought and discussed with their responses and perspectives planned into the program with respect and authenticity.

**Educators will:**

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

Date of Development	Date Ratified	Date of Review



## Policy Group 2: Children

### 2.25 Statement of Intent for Children's Play Policy

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011
- United Nations Convention on the Rights of the Child
- 'My Time, Our Place' Framework for School Age Care in Australia
- National Quality Standard, Quality Area 1 – Educational program and practice
- Policies: 2.1 – Respect for Children, 2.3 – Educator Ratios 2.6 – Behaviour Support and Management, 2.9 – Inclusion and Anti-bias, 2.11 – Including children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 2.24 – Children's Participation and Decision Making, 3.1 – Educational Program Planning, 3.2 – Program and Documentation Evaluation, 3.3 – Educators Practice, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 6.2 – Provision of Resources and Equipment, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader.



#### Procedures

##### Definition

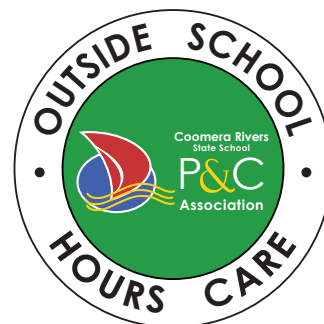
"Play is a freely chosen, personally directed, intrinsically motivated behavior, normally associated with recreational pleasure and enjoyment"

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

##### Service Responsibilities

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

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



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

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

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

## **Educator Responsibilities**

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

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

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

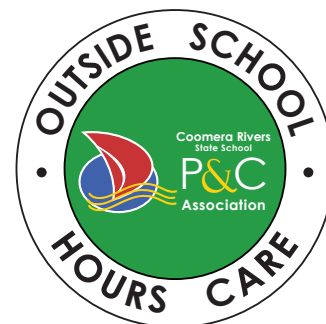
When planning play opportunities for children, educators will:

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

Children's learning outcomes are facilitated through educator observation and evaluation of children's play. The outcomes articulated in 'My Time, Our Place' are:

- Children have a strong sense of identity;
- Children are connected with and contribute to their world;
- Children have a strong sense of wellbeing;
- Children are confident and involved learners; and
- Children are effective communicators;

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



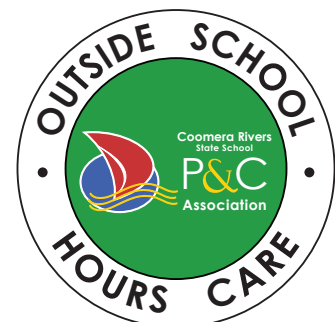


## References

Unicef. (n.d.). Convention on the Rights of the Child. Retrieved from Unicef:  
[http://www.unicef.org.au/Upload/UNICEF/Media/Our work/childfriendlycrc.pdf](http://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf)

Wikipedia. (2015, September 20). Wikipedia. Retrieved from Play (Activity):  
[https://en.wikipedia.org/wiki/Play\\_\(activity\)](https://en.wikipedia.org/wiki/Play_(activity))

Date of Development	Date Ratified	Date of Review



## Policy Group 3: Program

### 3.1 Educational Program Development and Implementation Policy

Using the approved learning framework, My Time, Our Place: Framework for School Age Care in Australia, the appointed Educational Leader of a SAC service, in consultation and collaboration with educators, children and families, leads the development and implementation of the educational program and assessment and planning cycle. The education program will be developed and implemented to cater for the diversity of ages, developmental needs, skills, interests and abilities through a variety of challenging and meaningful leisure and recreational activities. In providing opportunities for children, the service recognises the importance of play, relationships, collaborative decision making and respect for diversity.



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- 'My Time, Our Place' Framework for School Age Care in Australia
- NQS Area: 1.1, 1.2; 2.1, 2.2; 3.1, 3.2, 3.3; 4.1; 5.1, 5.2; 6.1, 6.2, 6.3; 7.1, 7.2.
- Policies: 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader.



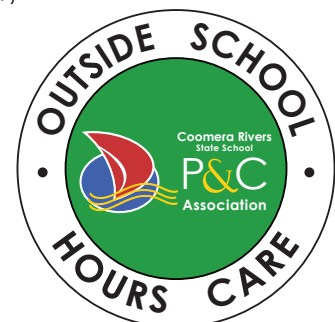
#### Procedures

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

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

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

- Demonstrate that the five learning outcomes provide a focus for the activities and experiences planned and curriculum decision making for individuals and groups of children;
- Takes a holistic view of children's learning, focusing on their physical,
- personal, social, emotional and spiritual wellbeing;
- 
- Are built around routines, i.e. arrival, hand washing, eating, play etc.;
- Includes a variety of activities and experiences that promote effective
- hygiene practices, good nutrition and healthy lifestyles;



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

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

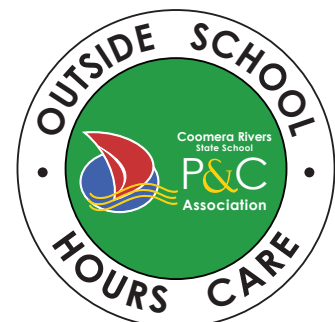
- Meet the needs and interests of all children, including their need for rest or sleep;
- Facilitate the inclusion of children with additional needs;
- Respond to the developing and emerging abilities and interests of all children; and
- Ensure that all children in a multi-age group have positive experiences.

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

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

## Definitions

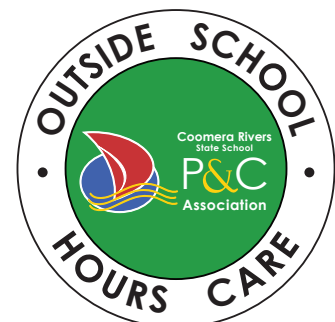
**Program;** In the school age care setting 'all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's wellbeing, development and learning.'



## References

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

Date of Development	Date Ratified	Date of Review



## Policy Group 3: Program

### 3.2 Program Evaluation Policy

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- 'My Time, Our Place' Framework for School Age Care in Australia
- Privacy Act 1988 and Regulations 2013
- National Quality Standard, Quality Area 1 – Educational program and practice
- Policies: 2.13 – Use of Photographic and Video Images of Children, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 3.10 – Observational Recording, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 9.3 – Communication with Families.



#### Procedures

The service will implement a cycle of program planning which incorporates contemporary knowledge and practice wisdom.

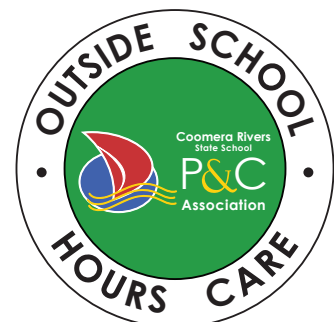
Educators will regularly seek feedback and information from families in relation to their child/ren and their participation in the programs delivered by the service. This information may be gained through face to face conversations, surveys, enrolment forms and/or other effective means.

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

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

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

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



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

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

- Seek verbal comments from educators in respect to the effectiveness of the program and practice as it aligns with the Principles, Practice and Outcomes of My Time Our Place and the service statement of philosophy, and to achieve the program goals; and
- Discuss with educators the ways in which the program could be modified or enhanced as a result of any feedback or experience encountered in the delivery of the program. Written minutes will be taken at these meetings.

The Educational Leader will, on a weekly basis and taking into account the written evaluations of educators, reflect on and evaluate the planned and spontaneous experiences to ensure the identified goals and learning outcomes were achieved. These evaluations will inform future programming decisions in collaboration with all educators and children.

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

Taking into account all feedback received through these procedures, the Coordinator/Educational Leader will regularly report in writing to the Approved Provider on the evaluation of the effectiveness of the service programs and the ways in which they have been modified or enhanced as a result.

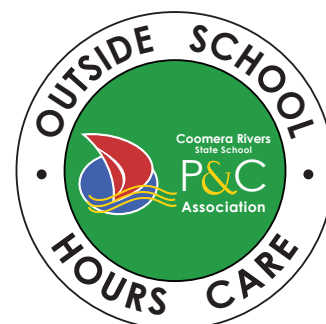
In seeking feedback from parents or educators, the Coordinator will treat all complaints relating to program respectfully in accordance with the Complaints Handling Policy (see Policy 9.5) and, where necessary, will take appropriate steps to seek to address genuine complaints quickly and effectively.

## Resources

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

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

Date of Development	Date Ratified	Date of Review



## Policy Group 3: Program

### 3.3 Educator Practice Policy

The service is committed to providing quality outcomes for children through ensuring that educator practice reflects the service's statement of philosophy and goals, and the Principles as outlined in 'My Time, Our Place': Framework for School Age Care. The service uses the OSHC Professional Standards for Educators to guide educator practice and decision making within the service and provides opportunities for educators to acquire the skills and knowledge to enable them to fulfill their role.



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

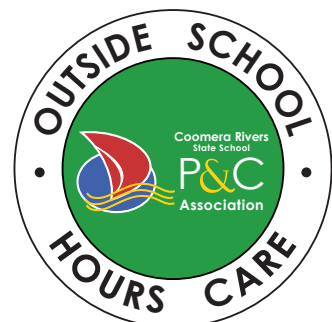
- Education and Care Services National Law Act, 2010 and Regulations 2011
- 'My Time, Our Place': Framework for School Age Care in Australia
- National Quality Standard, Quality Area 4 – Staffing arrangements 4.2 Professionalism
- Policies: 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 8.10 – Employee Orientation and Induction.



#### Procedures

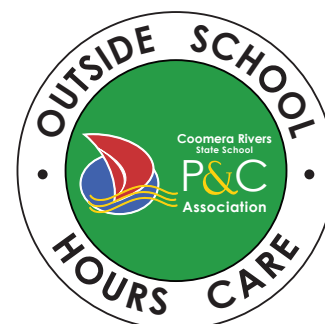
Educators will be supported in their daily practice to:

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



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

Date of Development	Date Ratified	Date of Review





## Policy Group 3: Program

### 3.4 Homework Policy

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- National Quality Standard, Quality Area 1 – Educational program and practice; 6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role



#### Procedures

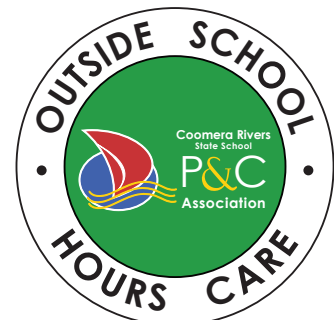
The Coordinator may create and keep a homework list with the names of children who are to do homework each day.

Children doing homework will be supervised in a quiet environment, away from the other children if possible.

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

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

Date of Development	Date Ratified	Date of Review



## Policy Group 3: Program

### 3.5 Excursions Policy

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- 'My Time, Our Place' Framework for School Age Care in Australia
- Family and Child Commission Act 2014
- Work Health and Safety Act 2011 and Regulations 2011
- Duty of Care
- National Quality Standard, Quality Area 1 – Educational program and practice; 2.2 Each child is protected
- Policies: 2.3 – Educator Ratios, 3.1 – Educational Program Planning, 3.6 – Transport for Excursions, 3.11 – Escorting Children, 10.9 – Risk Management and Compliance.



#### Procedures

Children's age, interests and abilities will be taken into consideration when planning excursions.

Comments and suggestions from children and families will also be taken into account.

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

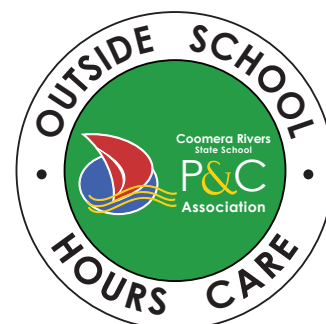
Alternative arrangements will be planned in case of changed weather conditions.

The Approved Provider will approve all excursions.

When planning an excursion and including water-based activities, the

Coordinator will conduct a risk assessment including strategies and procedures for managing children whilst undertaking such activities. Strategies could include the involvement of qualified educators and supervision management plans.

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



## Prior to an excursion

### A risk-assessment must be conducted

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

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

Authorisation from parent or other, with authorisation as per enrolment form, to take the child outside of the service will be sought.

Excursion permission forms will be required to be signed by a parent/guardian prior to every excursion (see 3.5.1). The permission form will contain the following information as a minimum:

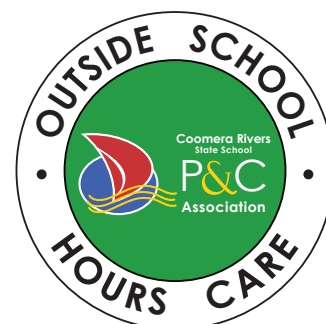
- The child's name;
- The reason the child is to be taken outside the premises;
- Excursion date;
- Description of the destination;
- Method of transport;
- Proposed activities to be undertaken;
- Departure and return times (the period of time to be away from the premises);
- Anticipated number of children likely to be attending the excursion
- The anticipated ratio of accompanying educators to anticipated number of children;
- Anticipated number of staff members or other adults to accompany and supervise the children: and
- That a risk assessment has been prepared and is available at the service.

There will be no changes to the notified itinerary except in an emergency and as would ensure the wellbeing and safety of the children.

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

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

The Coordinator will ensure the excursion checklist (see 3.5.2) is completed prior to departing for the excursion.



## During the Excursion

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

- First aid kit, medications and forms, and medical management plans and medical devices as required;
- Attendance record/roll and staff roster;
- Emergency contact details and numbers for children and staff; and
- A telephone or access to one.

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

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

Educators will supervise children, ensuring educator to child ratios are maintained at all times. This includes in toilets and change rooms. If there is no male educator available to supervise the boy's toilets, female educators must satisfy themselves that it is safe for the child/ren to access the toilets and will remain outside the toilet area until all child/ren have returned.

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

Children will not be left in the sole care and custody of bus drivers or any other persons during excursions; educator to child ratios as identified on the risk assessment will continue to apply during excursions (see Policy 2.3 – Educator to Child Ratios).

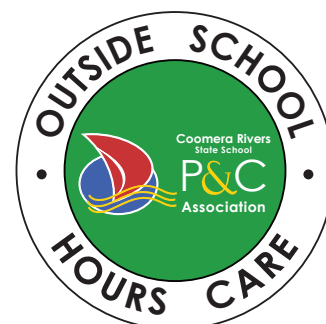
In the event of injury occurring during an excursion, procedures as set out in the Illness and Injury Policy (see Policy 4.5) will be followed.

## After the Excursion

Educators will complete an excursion evaluation form (see 3.5.3) and give to the Coordinator for review.

At the next team meeting, the children's learning and wellbeing outcomes on the excursion will be evaluated.

Date of Development	Date Ratified	Date of Review



## Policy Group 3: Program

### 3.5.1 Excursion Permission Form

Coomera Rivers Outside School Hours Care

Planned Excursions for the ..... holiday period.

For the service to take your child on an excursion and away from the OSHC premises your written authorisation is required. Please complete the form below and return it to OSHC as soon as possible as spaces may be limited.

**\*\*Please note\*\***

- A ..... day cancellation of booking period applies.
- Risk assessments for each planned excursion are available for viewing at the OSHC office.

Excursion date:                      Excursion venue and address:

Proposed activities to be undertaken:

Method of transport:                      Departure time:                      Return time approx.:

Period of time the children will be away from the service:

Anticipated number of children to attend:                      Anticipated educator to child ratio:

Anticipated number of staff and adults to accompany and supervise the children:

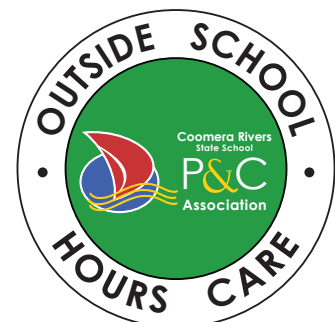
Write the name of each of your children who will attend this excursion:

- 1.
- 2.
- 3.
- 4.

Parent/Guardian Name:

Signed:

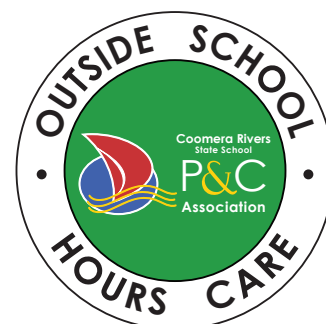
Date:



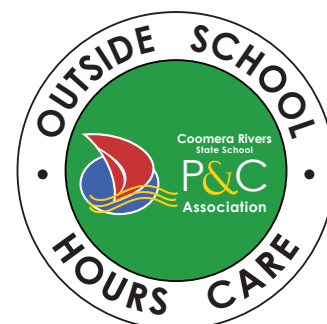
## Policy Group 3: Program

### 3.5.1 Excursion Checklist

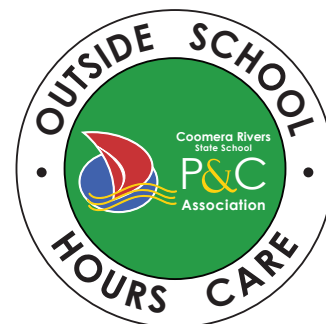
Prior To Excursion	Required/ Not Required ✓/✗	Person Responsible	Date Completed	Actions
Identify expected benefits of attending this excursion				
Visit to excursion site: ✓ Accessibility to water ✓ Accessibility to toilets				
Risk Assessment completed as per regulatory requirements: ✓ Proposed route and destination of excursion ✓ Water hazards ✓ Transport to and from venue ✓ Number of adults attending ✓ Number of children attending ✓ Ratio of educator to child ✓ Proposed activity ✓ Length of time of excursion				
<b>Specific Risks To Be Considered:</b> ✓ Vehicle accident ✓ Weather extremes ✓ Sunburn ✓ Dehydration ✓ Lost child ✓ Fire ✓ Venomous creatures ✓ Illness/Accidents ✓ Child protection				
Authorised by management				
Parent permission form distributed				
Swimming Ability Form distributed (if required)				
Equipment Check: ✓ First aid kit ✓ Mobile phones ✓ Walkie-talkies ✓ Camera				



<b>On Excursion Day</b>	<b>Required/ Not Required ✓/✗</b>	<b>Person Responsible</b>	<b>Date Completed</b>	<b>Actions</b>
Parent permission form returned				
Swimming ability form returned (if required)				
Emergency contacts folder (educators, volunteers and children)				
First aid kit				
Medication				
Sunscreen				
Mobile phones				
Walkie-talkies				
Injury/illness/trauma forms				
Camera				
Details of transport company				
Details of Venue				
Transport ✓ Notice of service details for display on bus ✓ Seat belt check ✓ Vehicle registration and notice of Road Worthiness ✓ Driver's license and authorisation ✓ Alternative arrangements in case of breakdown				



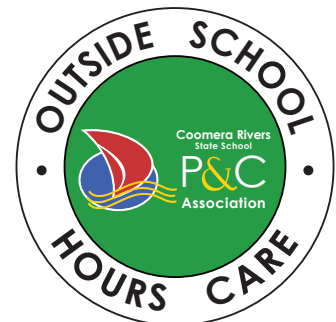
<b>On Excursion Day</b>	<b>Required/ Not Required ✓/✗</b>	<b>Person Responsible</b>	<b>Date Completed</b>	<b>Actions</b>
Drink Bottles				
Hats				
Shoes				
Roll Call				
Code of Conduct explained to educators and children				
Emergency procedures explained to educators and children				
Emergency excursion kit e.g. spare clothes, towel				
Master list of all attending excursion to be given to each group				
Day procedure and Emergency Contact Plan for each group				
Children with special needs ✓ Anaphylaxis. Check venue for possible allergens ✓ Staff in attendance with anaphylaxis training ✓ Mobility. Does venue have suitable access? ✓ Other- Is there an action plan in place and are staff trained to carry out any procedures if necessary.				
Wristbands for children with service, mobile phone and coordinator details.				
Evaluations completed by all stakeholders after excursion.				





## Rationale for Educator/Child Ratio

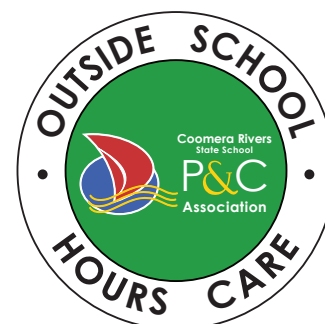
Activity	Ratio	Rationale



## Policy Group 3: Program

### 3.5.3 Educator Excursion Evaluation

	Excellent	Good	Satisfactory	Unsatisfactory
Transport safety				
Transport suitability				
Provision of sheltered areas for hot and wet weather				
Provision of storage areas for bags and/or equipment				
Provision of equipment for play				
Safety of equipment/ Location of first aid and phone facilities				
Suitability of environment such as lighting, noise, crowds, set up				
Provision of toilet facilities				
Food/drink facilities (BBQ, kiosk, drink taps)				
Facilities for people with disabilities				
Management and staff of venue				
Supervision				
Staff interactions with children				
Children's level of interest/enjoyment				
Suitability to a range of abilities				
Cultural/linguistic relevance				
Age group most interested	4-6	7-8	9-10	11-12



Identify and explain the learning outcomes met by the children attending this excursion.

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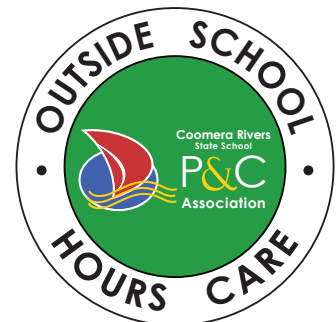
Would you make any changes to the excursion?

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Would you recommend this excursion in the future?                      Yes                      No

Educator name: \_\_\_\_\_ Sign: \_\_\_\_\_ Date: \_\_\_\_\_



## Policy Group 3: Program

### 3.6 Transport for Excursions Policy

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- QLD Transport Operations (Road Use Management) Act, 1995
- National Quality Standard 2.2 Each child is protected
- Policies: 2.3 – Educator Ratios, 3.5 – Excursions, 4.16 – Vehicle Restraint, 10.9 – Risk Management and Compliance.



#### Procedures

##### Selecting Transport

All vehicles used must be registered in Queensland.

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

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

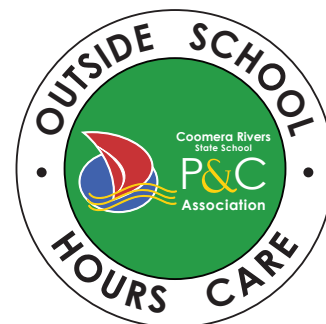
“C” Class vehicles will not be used to transport children except in an emergency situation.

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

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

The service will, wherever practicable and affordable, use buses fitted with seat belts or where this is not possible, ensure that suitable safety precautions are taken.

Children will not be left in the sole care and custody of bus drivers or others.



Educator to child ratios as per conducted risk assessment will continue to apply during transportation (see Policy 2.3 – Educator to Child Ratios).

Excursion educator to child ratios will also apply during transportation.

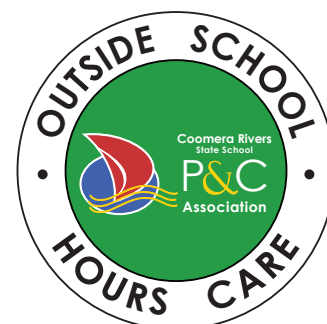
### **Vehicle breakdown and/or accident**

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

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

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

Date of Development	Date Ratified	Date of Review



## Policy Group 3: Program

### 3.7 Physical Activity Policy

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- 'My Time, Our Place' Framework for School Age Care in Australia
- Physical Activity and Sedentary Behaviour Guidelines for Children 5-12 years
- Duty of Care
- National Quality Standard 2.1 Each child's health and physical activity is supported and promoted
- Policies: 2.3 – Educator Ratios, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educator's Practice, 4.8 – Sun Safety, 6.1 – Space and Facilities Requirement, 6.2 – Provision of Resources and Equipment, 8.4 – Educator Professional Development and Learning.



#### Procedures

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

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

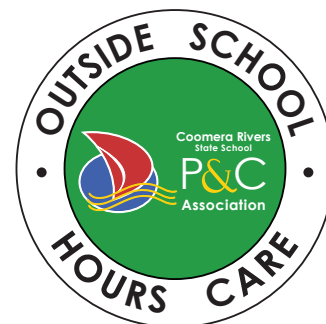
- Promote safe physical play for children of different age groups and capabilities;
- Stimulate children's interest and curiosity by being creative in their use of equipment and materials;
- Offer a range of challenges and experiences, inviting children to explore, discover and experiment;
- Facilitate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

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

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

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

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



## **Amount and types of physical activity**

The program offered will contribute to the recommended daily physical activity for children in accordance with the physical activity recommendations for 5-12 year olds as published by the Australian Government Department of Health.

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

To encourage children to play outdoors and to limit the time, children spend watching television or engaged with computers and/or other electronic devices.

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

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

## **Safe and supportive environments**

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

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

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

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

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

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

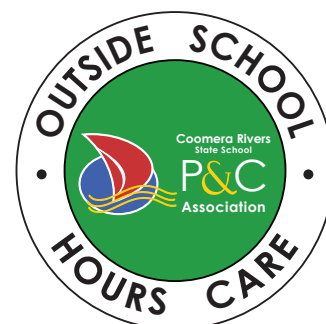
A well maintained first aid kit is on hand at each activity session.

## **Equipment**

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

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

Flexible arrangements are provided that allow children to move resources and equipment inside and/or outside to extend their learning opportunities.



## Learning about physical activity

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

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

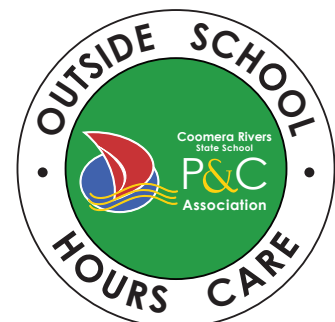
Service budget allows for educators to participate in training in relation to physical activity for children.

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

**This policy was adapted from Queensland Health 'PANOSH' Physical activity policy for OSHC.**

<http://www.health.gov.au/internet/main/publishing.nsf/Content/pasb>

Date of Development	Date Ratified	Date of Review





## Policy Group 3: Program

### 3.8 Extra-curricular Activities Policy

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

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- National Quality Standard 6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role; 2.2 Each child is protected
- Policies: 2.3 – Educator Ratios, 3.11 – Escorting Children, 9.3 – Communication with Families.



#### Procedures

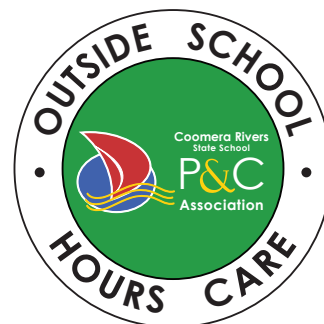
Parents/guardians shall be responsible for informing the service of any extra-curricular activities that the child/ren may be involved in whilst enrolled and registered to attend the service. This may be done by completing an Activities Escort Form. (See 3.8.1)

The Coordinator shall discuss with the parent/guardian the impact that this may have on the service. Such discussion shall include whether the child will be signed out of care by SAC personnel, or the activity provider, and who shall be responsible for collecting the child and/or returning them to the service when the activity is over.

Suitable negotiations and arrangements shall be made to decide whether or not the service will be able to provide additional assistance to the parent/guardian in having their request met if they are asking for their child/ren to be dropped off or collected from the activity (see policy 3.11 – Escorting Children).

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

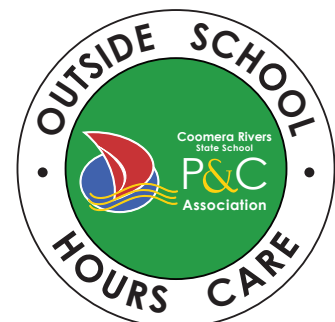
- The accessibility and availability of educators to fulfil such functions;
- Legislative implications for the service such as maintaining ratios;
- Any financial implications or impacts on the service;
- Any negative impacts on other children attending the service who are not directly involved in the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



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

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

Date of Development	Date Ratified	Date of Review



## Policy Group 3: Program

### 3.8.1 Extra-Curricular Activities Escort Form

I give permission for my child (insert child's name) to leave the care of (insert name of service) in order to participate in extra-curricular activities at the school during these times:

I will collect my child when the activity finishes: (please circle YES NO)

Day	Period/Dates of Activity		Activity child will be participating in	Timeframe	
	Start Date	Finish Date		Start	Finish
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					

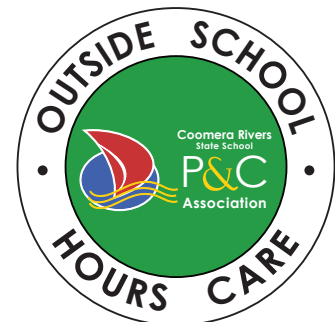
- I have reminded my child to ensure that they do not leave the service until their name is marked off by an educator.
- I have reminded my child that they will be escorted to the activity by an educator and that they are to follow any directions given to them whilst en route to and from the activity.
- I understand whilst away from the service participating in this activity, my child will not be under the care of (insert name of service).
- I understand that responsibility for my child will once again be that of the service once my child is collected from the activity and returns to the service.
- I understand that I will still be charged for the time that my child is away from the service participating in extra-curricular activities.
- I undertake to ensure that I notify the service if and when this arrangement changes.

Parent/Guardian Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Coordinator's Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Policy Group 3: Program

### 3.9 Creative and Expressive Arts Policy

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- 'My Time, Our Place' Framework for School Age Care in Australia
- National Quality Standard, Quality Area 1 – Educational program and practice
- Policies: 2.1 – Respect for Children, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 6.2 – Provision of Resources and Equipment.



#### Procedures

When planning creative and expressive arts experiences, individual children's needs, interests, ages and capabilities will be taken into consideration.

Educators will encourage children to actively participate in a variety of creative and expressive experiences including art and craft, singing, dancing and imaginative play.

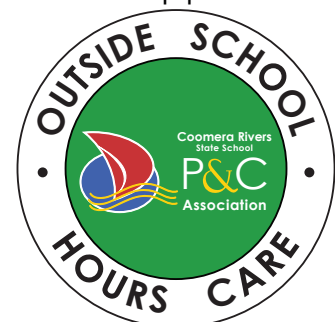
Educators will encourage and provide appropriate support to children to participate in new or unfamiliar creative and expressive arts experiences.

Educators will ensure the program provides a balance of planned experiences as well as those which are spontaneous and child initiated.

Educators will encourage children's efforts to extend and express themselves creatively by providing open ended resources and materials, musical instruments, dress-ups etc.

When setting up creative and expressive arts experiences, educators will set the area up in such a way as to:

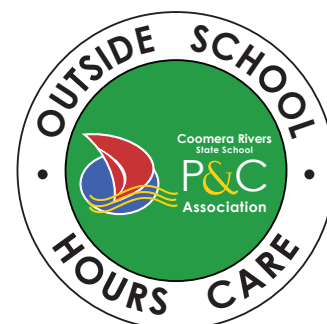
- Promote safety for children of different age groups and capabilities;
- Stimulate children's interest and curiosity by being creative in their use of equipment and materials;
- Offer a range of challenges and experiences, inviting children to explore, discover and experiment;
- Facilitate the inclusion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



Educators will encourage children to help plan, set up and document creative and expressive activities and experiences.

Educators will allow sufficient time and space for children to engage in sustained or extended activities based on the interest and capabilities of the children.

Date of Development	Date Ratified	Date of Review



## Policy Group 3: Program

### 3.10 Ethical Observations and Documentation

The service acknowledges the need to document children's participation in the program to inform future program development and to ensure the needs, interests and abilities of all children are broadly considered. We acknowledge that children's participation and experiences may be documented in different ways, depending on the context of the observation. Other documentation about children is needed to record health and wellbeing matters.

The service supports ethical decision making when observing and documenting information about children. The procedures for ethical decision making in this regard are described in 3.10.1.



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- 'My Time, Our Place' Framework for School Age Care in Australia
- Privacy Act 1988 and Regulations 2013
- National Quality Standard, Quality Area 1 – Educational program and practice; 4.2 Management, educators and staff are collaborative, respectful and ethical
- Policies: 2.1 – Respect for Children, 2.5 – Reporting of Child Abuse, 2.6 – Behaviour Support and Management, 2.10 – Reporting Guidelines and Directions for Handling Disclosure and Suspicions of Harm, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 3.1 – Educational Program Planning, 3.2 – Program and Documentation Evaluation, 8.1 – Role and Expectations of Educators.

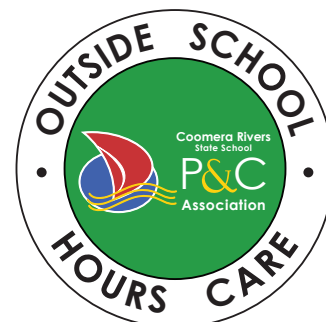


#### Procedures

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

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

- Diary entries;
- Anecdotal records;
- Photographs;
- Journals;
- Learning stories;
- Programming notes;
- Child Wellbeing Forms; and
- Evaluation forms.



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

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

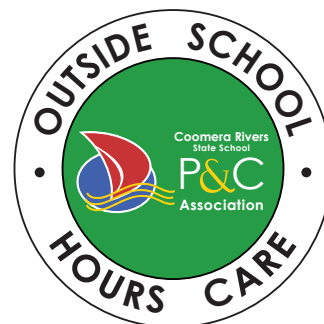
The service may from time to time, require educators to document observations, particularly in respect to behavior incidents or issues relating to child protection matters.

Educators will be guided by ethical standards for observing and documenting children’s participation and engagement in OSHC (see 3.10.1)

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

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

Date of Development	Date Ratified	Date of Review



## Policy Group 3: Program

### 3.10.1 Ethical Standards for Documented Observations

#### **Honesty**

Strive for honesty in all documented observations. Honestly present data, results, methods and procedures, and publication status. Do not fabricate, falsify, or misrepresent information. Do not deceive colleagues, authorities, families, children or the public.

#### **Objectivity**

Strive to avoid bias in collecting, organising, synthesising or analysing where objectivity is expected or required. Avoid or minimise bias or self-deception.

#### **Integrity**

Keep your promises and agreements; act with sincerity; strive for consistency of thought and action.

#### **Carefulness**

Avoid careless errors and negligence; carefully and critically examine your own work and the work of your peers. Keep good records of activities, such as data collection, program design, and correspondence.

#### **Openness**

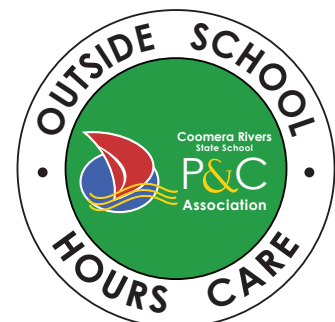
Share data, results, ideas, tools, resources. Be open to feedback and new ideas.

#### **Respect for Intellectual Property**

Honour patents, copyrights, and other forms of intellectual property. Do not use unpublished data, methods, or results without permission. Give proper acknowledgement or credit for all contributions to research. Never plagiarise.

#### **Confidentiality**

Protect confidential communications, such as personnel records and child/family records.





## **Responsible Publication**

Publish in order to share knowledge and information that may be genuinely helpful to others.

## **Responsible Mentoring**

Help to educate, mentor, and guide others. Promote wellbeing and allow others to make their own decisions.

## **Respect for colleagues**

Respect your colleagues and treat them fairly.

## **Social Responsibility**

Strive to promote social good and prevent or mitigate social harms through research, public education, and advocacy.

## **Non-Discrimination**

Avoid discrimination against colleagues, children or families on the basis of sex, race, ethnicity, or other factors not related to scientific competence and integrity.

## **Competence**

Maintain and improve your own professional competence and expertise through lifelong education and learning; take steps to promote competence in the profession as a whole.

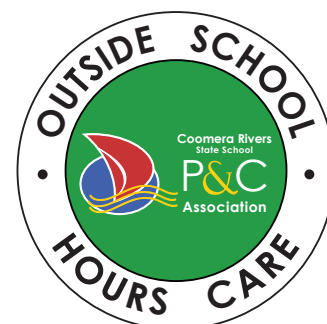
## **Legality**

Know and obey relevant laws and institutional and governmental policies.

## **Human Subjects Protection**

When conducting research concerning children and families, minimise harms and risks and maximise benefits; respect human dignity, privacy, and autonomy and take special precautions with vulnerable populations.

\* Adapted from Shamoo A and Resnik D. 2015. Responsible Conduct of Research, 3rd ed. (New York: Oxford University Press).



## Policy Group 3: Program

### 3.11 Escorting Children Policy

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

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Guardian Act 2014
- Duty of Care
- National Quality Standard 6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role; 2.2 Each child is protected
- Policies: 2.3 – Educator Ratios, 3.5 – Excursions, 3.8 – Extra-curricular Activities, 9.3 – Communication with Families.



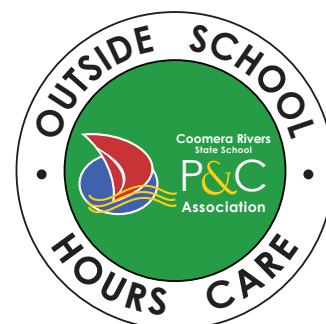
#### Procedures

The service will seek written permission from a parent/guardian (or authorised nominee) for any activity requiring their child/ren to be escorted to/from the service's premises, including for the purposes of excursions (see 3.5.1 and 3.8.1).

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

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

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

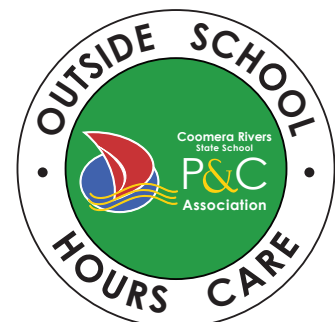


The service shall develop a risk assessment and implement a management plan to ensure the safety and wellbeing of all children and educators during excursions/escort periods. All educators will need to read and sign off on risk assessments prior to excursions or escorting of children.

The service shall maintain appropriate educator to child ratios for excursions and/or activities where children are required to be escorted to a venue or place that is outside of the area approved for service use.

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

Date of Development	Date Ratified	Date of Review



### 3.12 Environmental Responsibility Policy

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Environmental Protection Act 1994 and Regulation 2008
- National Quality Standard, 3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning
- Policies: 3.1 – Educational Program Planning, 3.3 – Educator Practices, 6.5 – Use and Maintenance of Air Conditioning, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.3 – Communication with Community, 9.6 – Parent and Community Participation.



#### Procedures

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

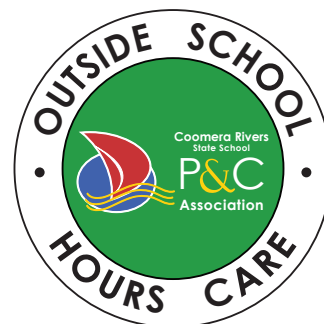
Educators work collaboratively with the children and their community to develop and implement sustainable practices related to the service program and routines, including (but not limited to):

- Recycling food scraps;
- Using recycled items in craft activities;
- Recycling scrap paper for use;
- Establishing a garden and using the produce in the service menu;
- Collecting rainwater and using it to water the garden;
- Establishing composting or worm farms for scraps;
- Creating play spaces for children to interact with the natural environment; and
- Undertaking regular reviews of sustainable practices within the service.

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

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

Date of Development	Date Ratified	Date of Review



### 3.13 Water Activities and Safety Policy

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Guardian Act 2014
- Duty of care
- National Quality Standard 2.2 Each child is protected
- Policies: 2.3 – Educator Ratios, 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educator Practices, 3.5 – Excursions, 3.7 – Physical Activity, 4.8 – Sun Safety, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance.



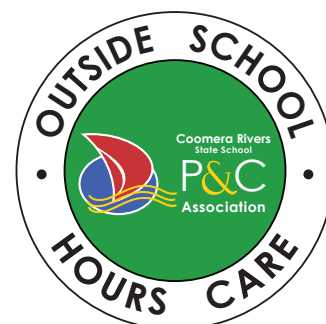
#### Procedures

The Nominated Supervisor/Coordinator will:

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

Educators will:

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



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

Hot water accessible at the service premises will be maintained at a temperature of 43.5°C or less.

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

## Swimming Activities

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

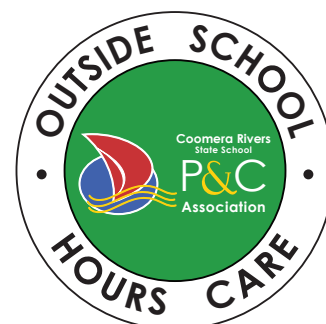
- A comprehensive risk assessment (3.13.1) of the venue and activity will be conducted to determine the required educator to child ratio. Consideration will also be given to the capacity of educators to rescue children from water;
- Parents/guardians must complete a 'Swimming Ability Form' (3.13.2) for each child attending the activity. Information gained through this form will identify children's swimming competence and assist educators to manage their safety while in the water;
- Educators will be positioned both in and out of the water to allow them to directly and actively supervise any child accessing the water; and
- At least one educator with a current first-aid qualification and CPR qualification, anaphylaxis management and emergency asthma management training as required by the Education and Care Services National Regulations 2011, is in attendance and immediately available in an emergency.

## Services located on a site with a swimming pool

In addition to the above mentioned points, the service will undertake the following if there is a swimming pool located within the school premises where the Service Approval has been obtained:

- Detail the terms of use of the swimming pool in the occupancy agreement negotiated with the school Principal;
- Manage authorisation's (permissions) to use the swimming pool as a **regular outing**.

Date of Development	Date Ratified	Date of Review



## Policy Group 3: Program

### 3.13.1 Risk Assessment for Swimming or Water Based Activities

**Please circle:**                      Excursion    Regular Outing

Location/Venue (including address): \_\_\_\_\_

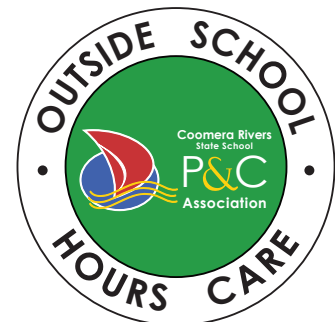
Types of activities the children will be participating in: \_\_\_\_\_

Expected Benefits: \_\_\_\_\_

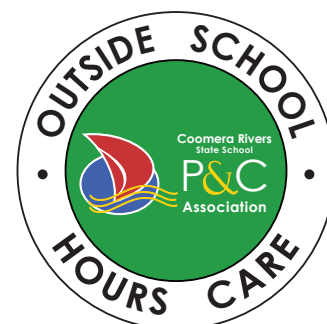
Date of assessment: \_\_\_\_\_ Conducted By: \_\_\_\_\_

THE FOLLOWING EXAMPLES ARE PROVIDED FOR GUIDANCE AND EDUCATOR'S CONDUCTING RISK ASSESSMENTS ARE ENCOURAGED TO ADD FURTHER RISKS IDENTIFIED WITH SPECIFIC KNOWLEDGE OF THE LOCATION/VENUE AND TYPES OF ACTIVITIES.

Hazard/Risk	Risk Severity	Risk likelihood	Control measures	Action and implementation
Drowning.	Death or permanent disability.	Unlikely  Likely	All supervising staff to have current First Aid qualification. Appropriate educator to child ratios (1:5) Mobile phone and emergency numbers available. Swimming competency form.	Call Ambulance. Contact Parents. Contact Management. Remove children from scene and ensure adequate supervision.
Running or Slipping Injury.	Serious injury requiring medical attention.  First Aid needed.	Unlikely  Likely	Establish rules on acceptable and safe behaviour. First Aid Kit available. Mobile phone and emergency numbers available. All supervising staff to have current First Aid Qualification.	Apply First Aid. Contact ambulance if necessary. Contact Parents. Contact Management.



Child Protection.	Long term distress and emotional trauma /physical injury.	Unlikely  Likely	Ensure male and female staff available to supervise toilets/change rooms. Use accessibility toilets if necessary. Provide students with clear instructions of what to do if approached by a person not from the service. Mobile phone and police contact number.	Isolate child with support person or staff. Call police. Contact Parents. Contact Management. Contact ECEC.
Children with Special Needs e.g. epilepsy.	First aid needed  Require medical attention.	Unlikely  Likely	Ensure that staff are aware of any medical conditions. Ensure that a management plan has been developed. Mobile phone and contact numbers available.	Provide Immediate First Aid. Contact ambulance if necessary. Contact Parents. Contact Management. Remove children from scene and ensure adequate supervision.
Severe Weather Conditions.	Serious injury. Medical attention required. First Aid.	Unlikely  Likely	Check weather forecast.  Contingency plan developed and in place	Implement contingency plan  Relocate children to a safe location.





## Policy Group 3: Program

### 3.13.2 Sample Swimming Ability Form

Child's Name: \_\_\_\_\_ Age: \_\_\_\_\_

Please check the appropriate space and provide comments if necessary.

Confidence around the water:

- Very confident
- Somewhat confident
- Unconfident

Swimming ability:

- Non-swimmer (cannot support themselves in water)
- Novice (can support themselves in shallow water and capable of moving short distances <5m)
- Intermediate (can support themselves in deep water and can swim a length of the pool)
- Advanced (can support themselves in deep water and can swim lengths of the pool)

Please indicate any special needs or preferences that will enable the educators to support your child whilst participating in water/swimming activities:

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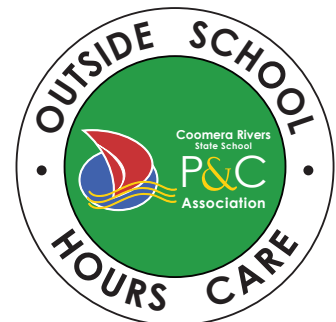
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Name of Parent/Guardian: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Policy Group 3: Program

### 3.14 Valuing Diversity, Culture and Reconciliation Policy

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Commission Act 2014
- QLD Anti-Discrimination Act 1991
- National Quality Standard 1.1 The educational program enhances each child's learning and development; 1.2 Educators facilitate and extend each child's learning and development; 3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning
- Policies: 2.1 – Respect for Children, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 5.6 – Menu Development, 8.4 – Educator Professional Development & Learning, 9.2 – Enrolment, 9.3 – Communication with Families, 9.4 – Communication with Community, 9.6 – Parent and Community Participation



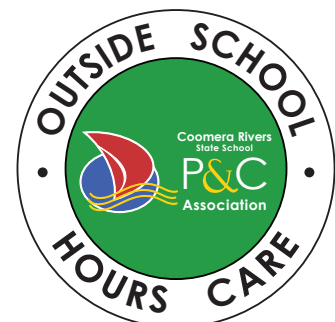
#### Procedures

Management, Coordinators and educators shall be committed to providing a service which embraces children and their families holistically. They will be active, focused and reflective in embracing principles of social justice and demonstrate sensitivity and respect for cultural differences.

Coordinators and educators support children's cultural experiences through:

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

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

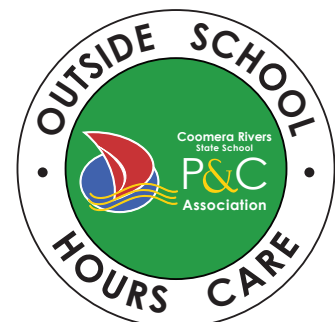


Management, Coordinators and educators will collaborate with families and explore opportunities to embed culture within the program's experiences and activities.

Management, Coordinators and educators will demonstrate value and respect for Australia's Aboriginal and Torres Strait Islander cultures and collaborate on the development of a reconciliation plan (3.14.1) which includes:

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

Date of Development	Date Ratified	Date of Review



## Policy Group 3: Program

### 3.15 Cooking with Children Policy

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



#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- National Quality Standard 1.1 The educational program enhances each child's learning and development; 2.2 Each child is protected
- Policies: 2.1 – Respect for Children, 2.3 – Educator Ratios, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 4.3 – Hygiene, 5.1 – Food Handling and Storage, 5.2 – Food and Nutrition, 5.5 – Cleaning and Sanitising, 5.6 – Menu Development, 6.1 – Space and Facilities, 6.2 – Provision of Resources and Equipment, 9.3 – Communication with Families, 9.6 – Parent and Community Participation.



#### Procedures

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

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

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

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

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

Date of Development	Date Ratified	Date of Review

