Out Of School Hours Policies Procedures and Guidelines

2015-2017
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INTRODUCTION
All Children and Family Services Staff and Educators are required to be aware of and follow the outlined procedures and practices at all times. This document is reviewed regularly to reflect changing community needs, legislation, theory and practice. If at any time you have suggestions for change - these are most welcome and should be forwarded to the Senior Coordinator who will then raise them in the appropriate forum.

OOSH
Eurobodalla Shire Council’s Out Of School Hours (OOSH) service provides After School Care and Vacation Care for children aged 5 to 12 years of age at 3 locations across the Shire. Each centre is located on the public school grounds of each of the three major towns.

Out Of School Hours is a safe, secure and stimulating environment for children, that provides education and care through a variety of fun, recreational and leisure based activities.
ACCOUNTABILITY STRUCTURE OF Out of School Hours Services

All Staff in Eurobodalla Shire Council Children’s Services are accountable to the following people:

- Coordinator Children and Families Services – Eurobodalla Shire Council
- Divisional Manager of Community and Recreational Development – Eurobodalla Shire Council
- Director of Community Arts and Recreation – Eurobodalla Shire Council
- General Manager – Eurobodalla Shire Council
VISION STATEMENT
To be an OOSH service of excellence with a high positive profile in the local community. To have a partnership with stakeholders reflected in active involvement and equality. To be continually growing and evolving.

MISSION STATEMENT
Eurobodalla Shire Council aims to service the children, families and Educators of our community by providing support to all stakeholders. Educators and Co-ordination Unit staff will work in partnership to provide a service of excellence to the community.

PHILOSOPHY STATEMENT
Children’s Services strives to provide reliable, cost effective Out Of School Hours care, accessible to all families within the Eurobodalla Shire by maintaining the highest quality standards of service in a happy and stimulating environment.

We are committed to providing a quality, fun program that allows the children to choose how their time will be spent at OOSH. Child directed play as well as structured activities provide opportunities for children to explore, experiment as well as connect with and contribute to their world. We recognise the significance of children being in the here and now and engaging in meaningful opportunities.

We recognise the significance of family culture and community on children’s sense of belonging. We encourage children and parents to be actively involved in the planning and implementation and evaluation of the program so that our cultural diversity is reflected and supported so that the children feel a strong sense of identity and an understanding and respect for others.

We understand the developmental differences of children aged 5-12 years as well as their similarities. Children are shaped by many experiences are very capable at supporting one another and building on each other’s skills and knowledge bases. Their willingness to become active members of society is supported in our routines and everyday experiences and aims to develop a strong sense of identity and wellbeing.

Our Goals:
• Provide a friendly, caring and safe environment that provides high quality care for children.
• Provide a welcoming environment for staff, parents and children and develop collaborative relationships.
• Encourage health and wellbeing by providing nutritious snacks, modelling healthy eating habits and providing physically active play experiences.
• Acknowledging that children are capable, resourceful and active contributors in their learning.
• Recognising the uniqueness of each child and encouraging their sense of identity and wellbeing.
• Promoting play and leisure as intrinsically interwoven in physical, social, emotional, personal, spiritual, creative, cognitive and linguistic aspects of learning.
• Developing positive relationships with local schools and services in the community and encourage involvement in our service.

Reviewed:
August 2012
September 2013
May 2015
EUROBODALLA SHIRE COUNCIL’S CHILDREN’S SERVICES POLICY

Policy title:  Children's Services

Reason for policy:  To play a major role within the community in supporting the provision of services which address the care, support and education of children in the Eurobodalla Shire.

To ensure that Children’s Services provided by Council continue to effectively meet the needs of children and their Educators in the Eurobodalla Shire.

Introduction:  Local Government is well positioned to perform a range of important functions in the provision and stewardship of children’s services. Eurobodalla Shire Council has had a strong and influential role in the planning, development, provision and support of children’s and family services over a long period.

Policy Details:  Eurobodalla Shire Council endorses the following Policy Framework, which acknowledges that:

- Children’s best interests are the primary consideration in the provision of services;
- Children have the right to care and education for individual development and participation in society;
- High quality children’s services and education is an investment which develops and enhances the social, spiritual and economic wellbeing of the entire community;
- Community participation in decisions about services for families and children is essential for the development of responsive services that meet local needs.

Eurobodalla Shire Council is committed to ensuring the availability of a range of responsive and quality children’s services to the community by provision of land, buildings and office space, employment of staff, application of government funds, providing financial advice and participating in management of individual services.

Policy Outcomes:  Eurobodalla Shire Council establishes this policy to:
• Strengthen, support and promote the provision of affordable quality childcare;

• Ensure services are staffed by skilled and suitably qualified workers;

• Ensure continued accessibility of children’s services to all potential users, including children with special needs, low income families, families from diverse cultural backgrounds and Torres Strait Islander and Aboriginal families.

• Ensure continuous quality improvement of Council provided childcare services;

• Identify options open to Council for future development of additional children’s services;

• Continue to extend support to families;

• Acknowledge Eurobodalla Shire Council’s support of children’s services.

References:

• Investing in the Early Years - a National Early Childhood Development Strategy, Council of Australian Governments

• The Early years Learning Framework- belonging being and becoming; Department of Education, Employment and Workplace Relations, 2009

• UN Conventions on the Rights of the Child.
EDUCATIONAL PROGRAM AND PRACTICE
PROGRAMMING FOR DEVELOPMENT AND EDUCATION

AIMS:
- To ensure that children’s individual developmental needs are met in a caring, stimulating and supportive environment that extends their interests.
- To ensure that families feel informed and included in this part of their child’s experience in childcare.
- To provide quality programs for children which meet with The National Quality Framework for Education and Care Services.

STATEMENT:
The approved provider and nominated supervisor of an education and care service are responsible for ensuring that a suitable program based on an approved learning framework is delivered to all children. Parents, children, educators and co-ordination staff will work in partnership to plan for children’s development and learning in a nurturing and supportive environment. Programs and observations will reflect our philosophy, broad organisational goals and the needs of families.

Critical reflection and careful planning increase the value of children’s time in education and care by ensuring that the educational program and practice responds to children’s interests and scaffolds their learning.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010 Section 168 and 323
Education and Care Services National Regulations 2014 (Clause 73,74,75,76)

KEY RESOURCES:
Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2014 (ACECQA)
National Quality Standards 2011 (ACECQA) – Quality Area 1
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2013-2014 (Dept of Ed)
Belonging, Being & Becoming: The Early Years Learning Framework for Australia (DEEWR 2011)
My Time, Our Place: Framework for School Age Care in Australia (DEEWR 2012)

PROCEDURES:
PROGRAM PLANNING AND DOCUMENTATION

Educators will:

- Offer a balance of indoor and outdoor experiences each day;
- Provide and evaluate a written educational program that contributes to the following outcomes for each child:
  - The child will have a strong sense of identity
  - The child will be connected with and contribute to his or her world
  - The child will have a strong sense of wellbeing
  - The child will be a confident and involved learner
  - The child will be an effective communicator
- Allow children to freely select experiences;
- Ensure the individual children’s interests; strengths & needs are taken into account;
- Ensure the program of activities is flexible and allows opportunity to build on children’s discoveries or spontaneous interest throughout the day;
- Outings are planned to engage children’s learning;
- Maintain a balance of centre based activities with outings planned to enhance learning opportunities;
- Maintain up-to-date skills in planning children’s activities and knowledge of children’s development through ongoing training;
- Promote positive interactions with children which treat children with dignity and respect;
- Provide opportunities for school aged children that complement their school experiences as well as their individual interests and home life experiences;
- Provide adequate and sufficient equipment to support the program of activities taking into account the age, number and interests of children;
- Ensure children’s planned experiences are child focused and are based on observation of children’s needs, interests and responses to previous experiences;
- Seek and include information from parents to assist in the planning of activities for each child;
- Regularly talk to parents about their child’s activities whilst in OOSH;
- Document each child’s involvement in the program through regular observations;
• Document the evaluation and assessment of each child’s developmental needs, interests, experiences and participation in the program;
• Document a quarterly assessment of each child’s progress against the outcomes of The Learning Framework. (My Time Our Place)
• Ensure the following information is given to a child’s parents when requested:
  ▪ The content and operation of the educational program as it relates to that child.
  ▪ Information about that child’s participation in the program.
  ▪ A copy of assessments or evaluations in relation to that child.

**Educational Leader will:**
• Ensure Educators are working towards the learning outcomes with each child;
• Assist the Educator with MTOP reflective practice;
• Deliver information, resources and Professional Development which will assist an Educator with Education and Care Practices;
• Ensure all Educators are delivering an Education and Care program that address the child’s needs;
• Ensure the Educator is involving the holistic child in the programming and planning process;
• Ensure the Educator is participating in the programming cycle – Observing, Planning, Programming, Reflection and Forward Planning;
• Be available to discuss a child’s development with Educators and /or families.

**INFORMATION SHARING**

**Families will:**
• On initial contact with the service, families will be requested to provide information relevant to the successful inclusion of their child into the service, (e.g. cultural background, abilities, needs and language);
• Ensure confidentiality is observed;
• Provide the Educator and /or Co-ordination Unit staff with as much relevant information about the child as possible to support the Educator in meeting the child’s needs.

**Educators will:**
- Ensure that sharing of information will remain a vital component of each child’s program and will maintain a positive focus;
- Ensure confidentiality is observed; (see Confidentiality Policy).
- Obtain written permission from parents to share information relating to their children, family and situation to external organisations or persons, if required;
- Share information relevant to a child and/or family if required for the placement, ongoing support or development of the child;
- Respond to families and children in an unbiased and consistent manner;
- Utilise parent knowledge as well as the resources provided by professional and community organisations to ensure the program is culturally relevant;
- Develop and maintain written programs of activities which meet regulatory and Quality Assurance requirements. These are to be displayed at all times and kept for 12 months.
- Ensure Children’s ideas and input are in the services Rules and Routines.

**TRAINING & RESOURCES**

**Co-ordination Unit Staff will:**
- Provide training opportunities for staff and Educators to ensure developmentally appropriate programs are administered within the service for all children;
- Access support services to resource and support Educators in the provision of developmentally and culturally appropriate programs for children with additional needs;
- Ensure that children and their families are supported in their individual cultural identity, home language and religious beliefs.

**Educators will:**
- Attend training;
- Maintain knowledge of current trends in planning and children’s learning and development

**DAILY ROUTINES**

**Educators will:**
- Provide daily routines that meet the needs of individual children in relation to each child’s social, physical, intellectual, creative and emotional development.
- OOSH is the child’s time for play and leisure; this will be reflected in the daily routines.
- A daily routine will be discussed and organised by the staff in consultation with children and families.
- The routine will reflect OOSH’s philosophy of care and the service goals.
The routine will be structured around regular events of the day such as arrival, departure, school drop off and collection, morning and afternoon tea, and lunch during Pupil Free Day care time.

The routine will provide a mixture of structured and unstructured activities in both indoor and outdoor environments.

The routine will take into consideration all children’s needs in relation to their emotional, social, physical, creative and developmental areas.

Developing each child’s own creative leisure skills will also be a consideration when planning the daily routine.

The routine will be adapted to meet the varying and changing needs of the children in relation to before school, after school, Vacation Care, pupil free days and seasonal conditions.

The routine will be recorded and displayed where staff, children and parents can clearly see.

The routine will be flexible to meet the needs of the children and allow for spontaneity and enjoyment at OOSH.

REVIEWED: JANUARY 2014
NEXT REVIEW: JANUARY 2017
CHILDREN’S HEALTH
ADMINISTRATION OF MEDICATION POLICY

AIM:
To ensure all medications are administered in a safe and accountable manner according to the National Law and Regulation.

STATEMENT:
Eurobodalla Shire Council acknowledges administering medication should be considered a high risk practice. Authority must be obtained from a family or legal guardian named on the Child enrolment record before Educators administer any medication (prescribed or non-prescribed). Families place a high level of trust and responsibility on Educators when they are administering medication to children, or observing older children self-administer.

This section refers to the general requirements regarding administration of medication by child care workers to children in their care and to the administration of non-invasive medications such as oral and topical (skin) medications.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014 Clause 92, 93,94,95,96
Poisons and Therapeutic Goods Act 1996 Act 1966 No 31(NSW)
Public Health Act 2010 No 127 (NSW)
Work Health and Safety Act 2011(NSW)
Work Health and Safety Regulation 2011 NSW)

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) – Quality Area 2
Child Care Service Handbook 2013-2014 (Dept of Ed)
Staying Healthy in Child Care - Preventing infectious diseases in child care 5th Edition - 2012
- www.nhmrc.gov.au
PROCEDURES:
Co-ordination Unit Staff will:

- Provide the families with relevant information about health management policies and practices when starting and regularly after that through newsletters;
- Provide resources and information to Educators and families on health matters when required;
- Provide forms for Educators to record relevant health and medication details;
- Support families and Educators when dealing with health management matters;
- Safely store confidential health and medical details on children until they reach the age of 24 years.
- Keep up to date on current health management practices.
- Request families to update their child enrolment forms annually to ensure current medical authorisations

Educators will:

- Ensure medication is administered to a child only from its original packaging;
- Ensure medication is only administered to a child enrolled in the service with the written permission of the child’s family or legal guardian using the Medication Authority Form. These forms are to be forwarded to the Co-ordination Unit for storage once a child finishes with an Educator;
- Ensure the written instructions of the family are consistent with the instruction on the medication or as prescribed by a doctor;
- In the case of an emergency verbal permission can be given to an Educator by a parent or person named in the child’s enrolment record as authorised to consent to administration of medication; or if this permission cannot be readily obtained a registered medical practitioner or an emergency service;
- Store medical information in a safe and secure place;
- Maintain confidentiality in regard to a child’s medical condition;
- Ensure the administration of homeopathic, naturopathic, over-the-counter or non-prescribed medications (including cold preparations, and paracetamol) also meet minimum legislative requirements and guidelines. This includes the provision of a signed Medical Authority Form by the family, written instructions and dosage on the medication or from the health professional that dispensed the medication. Educators are not to give unidentified medication or medication to a child where the instructions are not clear to the Educator e.g. in an unfamiliar language to the Educator;
- Keep families informed of service requirements on the administering of medications;
• Comply to the management plans of children with chronic health problems, such as asthma, epilepsy, diabetes, severe allergy or anaphylaxis;
• Ensure medications are stored correctly and securely away from access by children;
• Discuss any concerns about administering medication with families and if necessary Co-ordination Unit staff;
• Medication may be administered to a child without an authorisation in the case of an anaphylaxis or asthma emergency. In this case the Educator will ensure the parent of the child and/or emergency services are notified as soon as practicable.

It is the responsibility of the family to:

• Ensure all Child enrolment forms are at the Co-ordination Unit with current authorisations;
• Provide a summary of the child’s health, medications, allergies, doctor’s name, address and phone number, and a Health Management Plan approved by a Doctor, if available, to the Co-ordination Unit staff and Educator prior to starting care and ongoing as required;
• Keep the Educator up to date with any changes to a child’s medical condition or Health Management Plan;
• Provide medication in its original packaging;
• Complete the Medical Authority Form authorising the Educator to administer medication to their child, on a daily basis as required;
• Request the Educator to administer only the recommended dosage on the original medication package;
• Seek a doctor’s certificate for a child if requested by the Educator;
• If giving permission for a preschool age child to self-administer medication ensure this is stated on the medication form in the method section

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

• Written authorisation is provided by the person with the authority to consent to the administration of medication on the child enrolment form.
• Medication is to be provided to the Educator for safe storage, and they will provide it to the child when required.
• Following practices outlined in the Dealing with Medical Conditions Policy including Anaphylaxis and allergies, asthma and diabetes.
• Self-administration of medication for children over pre-school age will be supervised by the Educator.
INFECTIOUS DISEASES POLICY

AIM:
To ensure Educators, Co-ordination Unit staff and parents are informed about infectious diseases that are common in early childhood settings. To ensure all relevant stakeholders are familiar with the procedures to reduce the spread of such infection in OOSH.

STATEMENT:
Children are often infectious before symptoms appear. Therefore, it is important for Educators to operate their business with good hygienic practices at all times. It is also important that Educators and staff act appropriately and with sensitivity when dealing with an infectious child and their family.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014
Public Health Act 2010 No 127 (NSW)

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) – Quality Area 2
Child Care Service Handbook 2013-2014 (Dept of Ed)

PROCEDURES:
There are 4 steps to the spread of infections:
1. The person with the infection spreads germs into their environment.
2. The germ must survive in the environment.
3. The germ is then passed to another person.
4. The next person becomes infected.

“Infectious illnesses may be due to viruses, bacteria, protozoa or fungi. All of these organisms are too small to see with the naked eye. These germs can survive on the hands and objects, for
example, toys, door handles and bench tops. The length of time a germ can survive on a surface depends on the germ itself, the type of surface it has contaminated and how often the surface is cleaned. Washing with detergent and water is a very effective way of removing germs.”

Germs can be transmitted through the air, through contact with faeces and then contact with mouths, direct contact with skin and contact with other body secretions. (e.g. runny noses, blood).

The three most important ways of preventing the spread of infectious disease:

- Effective hand washing
- Exclusion of sick children and staff; and
- Immunisation

Recommended practices in the service guidelines on these procedures may assist Educators in ensuring children, Educators, staff and families are kept free from infection.

Co-ordination Unit Staff will:

- Provide information and resources to Educators on how to prevent the transmission of infectious diseases.
- Model safe hygienic practices to Educators and children where possible.
- Report any occurrence of an immune preventable disease to the Department of Health Infectious Diseases Unit -Goulburn.
- Discuss immunisation requirements and schedule with families at the time of enrolment.

Educators will:

- Implement good hygiene practices that aim to prevent the spread of infectious diseases;
- Ensure that they protect themselves from infections that are vaccine preventable or contracted due to poor hygiene practices;
- Seek advice on health matters including immunisation;
- Seek advice on screening for:
  - Rubella, chicken pox and particularly CMV for all female Educators of child bearing age.
  - Some other illnesses that may affect the unborn child include Listeroisis, toxoplasmosis, erythema, infectosum (also called Parvovirus or slapped cheek syndrome).
- Exclude children from care that are sick or infectious;
- Request families to update immunisation records regularly.
Note- It is recommended that Educators who are pregnant consult their doctor to seek advice on which immunisation or screening is appropriate for them.

**It is the responsibility of parents to:**

- Not send infectious or sick children into care.
- Seek advice on immunisation of their child from a medical practitioner
- Provide Eurobodalla Shire Council with up to date information on their child/ren’s immunisation status. (preferably as immunisation occurs)
- Promptly pick up a sick or infectious child that becomes ill whilst in care
- Seek a Doctor’s Certificate if required by the Educator before returning to care.
- Notify the Co-ordination Unit if their child has been diagnosed with an immune preventable disease e.g. whooping cough, measles or rubella.

**REVIEWED: OCTOBER 2013**

**TO BE REVIEWED: MAY 2017**
IMMUNISATION

AIM:
To ensure families provide documented evidence of the immunisation status of their child upon enrolling at the Service and as further vaccination updates occur, to recognise that immunisation is the family's right of choice. It also aims to provide clear guidelines for families with non-immunised and homoeopathically-immunised children in the event of a vaccine-preventable disease at the Service, and highlight the roles of staff, Educators, families and the Department of Health in the successful implementation of this procedure.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014
Public Health Act 2010 No 127 (NSW)

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) – Quality Area 2
Child Care Service Handbook 2013-2014 (Dept of Ed)

PROCEDURE:
Health professionals strongly urge the vaccination of all individuals to protect themselves and the wider community from serious and sometimes fatal vaccine-preventable diseases.

In a Children's Services setting, children are more likely to be exposed to a larger number of germs than in the home setting. Similarly, Educators appear to be at a greater risk of some infections than other occupational groups.

Children and Family Services play a vital role in maintaining up to date information regarding the immunisation status of all children enrolled in Eurobodalla Shire Council’s OOSH programs. Under the Public Health (Amendment) Act 2010 parents of all children enrolling in Children and Family Services are required to provide documented evidence of their child's immunisation status.
A child's immunisation status may be considered by the Family Assistance Office in determining eligibility for CCB.

If translation is required, this can be arranged either by contacting local doctors or by using an Interpreter Service. (see Co-ordination Unit staff for assistance)

**Responsibilities of Educators:**

- Refer parents to the immunisation procedure and Department of Health Guidelines for immunisation and communicable diseases as required.
- The National Health and Medical Research Council recommends immunisation against Hepatitis A as well as current Tetanus and Diphtheria for all childcare workers, especially those working with children under two years. Educators are encouraged to seek their Doctor's opinion regarding immunisation for Hepatitis A and Hepatitis B.
- Immunisation remains the personal choice of every Educator.
- It is recommended that female Educators undertake a screening for rubella immunity at the commencement of their employment and seek their Doctor's advice regarding CMV screening if planning a pregnancy.
- Ensure that an immunisation register is maintained for each child enrolled at the Service.

**Responsibilities of the Co-ordination Unit:**

- Ensure that families provide the appropriate documentation upon enrolment and that this is sighted and a copy is kept by the Service. The 'Blue Book' (NSW Department of Health personal record book) is the preferred documentation for immunised children. Families of non-immunised and homoeopathically-immunised children will be required to indicate this on their individual immunisation register.
- Notify the local Public Health Unit whenever a child or Educator has a confirmed vaccine preventable disease.
- When directed by the Public Health Unit, exclude children and/or Educator who are non-immunised or homoeopathically-immunised, for the duration of any vaccine preventable outbreak.
- Provide any excluded child's family with details of the recommended exclusion period and the conditions for re-entry to the Service. All children who are excluded are required to pay full fees.
- Notify other parents whenever a confirmed vaccine preventable disease occurs in an enrolled child and provide them with information regarding signs and symptoms to be alert for.
- Ensure information about immunisation and vaccine preventable diseases is available to families regularly or upon request.
- Maintain suitable immunisation information for Service and family reference.
- Provide a family who is transferring to another Educator with a copy of the register upon request.

Responsibilities of the Family:

- Provide the Service with relevant documentation regarding the child's immunisation status upon enrolment.
- Ensure that their child's immunisation status is up to date.
- Notify the Educator as soon as possible whenever their child has a confirmed vaccine-preventable disease.
- Accept the NSW Department of Health exclusion periods for children with communicable diseases and the Service conditions of re-entry when their child is excluded.
- Ensure that the child is collected promptly from the Service should they exhibit signs or symptoms of a communicable disease.

Communicable Diseases

Communicable Diseases are preventable by vaccine, such as those specified in the “Blue Book”, including Hepatitis, Polio, Measles, Mumps, Rubella, Hib (Haemophilus influenza), and Meningitis. An “outbreak” is considered to be one or more cases.

REVIEW: JANUARY 2012

NEXT REVIEW: JANUARY 2017
## NSW IMMUNISATION SCHEDULE

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<th>AGE</th>
<th>DISEASE</th>
<th>VACCINE</th>
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<td><strong>CHILDHOOD VACCINES</strong></td>
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<tr>
<td>Birth</td>
<td>Hepatitis B</td>
<td>H-B-VAX II</td>
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<tr>
<td>(Maternity units)</td>
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<td>(babies before 8 days of age)</td>
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<tr>
<td>2 months</td>
<td>Diphtheria, Tetanus, Pertussis Haemophilus influenzae type B (Hib) Hepatitis B Polio Pneumococcal Rotavirus</td>
<td>INFANRIX HEXA</td>
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<td>(all vaccines may be given as early as 6 weeks)</td>
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<td>PREVENAR 13 ROTARIX</td>
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<td>4 months</td>
<td>Diphtheria, Tetanus, Pertussis Haemophilus influenzae type B (Hib) Hepatitis B Polio Pneumococcal Rotavirus</td>
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<td>PREVENAR 13 ROTARIX</td>
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<tr>
<td>6 months</td>
<td>Diphtheria, Tetanus, Pertussis Haemophilus influenzae type B (Hib) Hepatitis B Polio Pneumococcal</td>
<td>INFANRIX HEXA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PREVENAR 13 ROTARIX</td>
</tr>
<tr>
<td>12 months*</td>
<td>Measles, Mumps, Rubella Haemophilus influenzae type B (Hib)Meningococcal C</td>
<td>PRIORIX</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HIBERIX</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MENINGITEC</td>
</tr>
<tr>
<td>18 months</td>
<td>Varicella (Chicken pox)</td>
<td>VARILRIX</td>
</tr>
<tr>
<td>4 years*</td>
<td>Diphtheria, Tetanus, Pertussis Polio Measles, Mumps, Rubella</td>
<td>INFANRIX-IPV</td>
</tr>
<tr>
<td>(all vaccines may be given as early as 3½ years)</td>
<td></td>
<td>PRIORIX</td>
</tr>
<tr>
<td><strong>ADOLESCENT VACCINES</strong> (School-Based Program)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 years</td>
<td>Human Papillomavirus (female only) Hepatitis B (catch-up only) Varicella (catch-up only) Diphtheria, Tetanus, Pertussis</td>
<td>GARDASIL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>H-B VAX II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VARILRIX</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BOOSTRIX</td>
</tr>
</tbody>
</table>
### ADULT VACCINES

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Vaccine</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 years (in 2011 and 2012 only)</td>
<td>Diphtheria, Tetanus, Pertussis</td>
<td>BOOSTRIX</td>
</tr>
</tbody>
</table>

**ADULT VACCINES**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Vaccine</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>All - 6 months and over (with medical conditions predisposing to severe influenza**)</td>
<td>Influenza</td>
<td>INFLUENZA</td>
</tr>
<tr>
<td>Aboriginal - 15 years and over</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pregnant women</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65 years and over</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All – 65 years and over</td>
<td>Pneumococcal</td>
<td>PNEUMOVAX 23</td>
</tr>
<tr>
<td>Aboriginal – 50 years and over</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aboriginal – 15-49 years with medical risk factors***</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Refer to the Australian Immunisation Handbook (9th edition) for the vaccination of children with underlying medical conditions

** Refer to the Australian Immunisation Handbook (9th edition), p.190-191

*** Refer to the Australian Immunisation Handbook (9th edition), p.246-247
EXCLUSION OF SICK CHILDREN GUIDELINES

AIM:
To reduce the spread of infectious disease.

STATEMENT:
The less contact there is between people who have an infectious disease and people who are at risk of catching the disease, the less chance the disease has of spreading. Excluding sick children, educators and other staff is an effective way to limit the spread of infection in education and care services.

KEY RESOURCES:
By excluding one sick person, you can protect many other people from becoming ill

The need for exclusion and the length of time a person is excluded depends on:

- How easily the infection can spread,
- How long the person is likely to be infectious,
- How well the infected person can perform effective hygiene practices,
- How severe the disease can be.

The exclusion procedure:
1. Identify the symptoms of a sick child and contact the parent as soon as possible
2. Diagnose the illness – a medical opinion may be needed (e.g. in cases of a rash where it may be suspected measles or hand, foot and mouth disease) otherwise the Educator’s/staff member’s opinion is sufficient (e.g. in cases of diarrhoea or fever);
3. Decide if the condition requires exclusion and refer to Recommended Minimum Period of exclusion on attached list;
4. Decide when the child may return to the care environment. A doctor’s certificate may be requested.

Non immunised children will be excluded from care during outbreaks of some infectious diseases, even if they are well. These diseases include diphtheria, whooping cough, polio, measles, mumps, and rubella.

REVIEWED: JANUARY 2012

TO BE REVIEWED: MARCH 2017
## RECOMMENDED MINIMUM EXCLUSION PERIODS (FROM STAYING HEALTHY IN EDUCATION AND CARE 5TH ED)

<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of case</th>
<th>Exclusion of contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis (Entamoeba histolytica)</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Campylobacter</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Candidiasis</td>
<td>See ‘Thrush’</td>
<td></td>
</tr>
<tr>
<td>Chickenpox (varicella)</td>
<td>Exclude until all blisters have dried—this is usually at least 5 days after the rash first appeared in unimmunised children, and less in immunised children.</td>
<td>Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection as they are at high risk for developing severe disease. Otherwise, not excluded</td>
</tr>
<tr>
<td>Cytomegalovirus infection (CMV)</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Cryptosporidium infection</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diarrhoea (No organism identified)</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Exclude until medical certificate of recovery is received after at least 2 negative throat swabs, the first swab not less than 24 hours after finishing a course of antibiotics, followed by another swab 48 hours later</td>
<td>Exclude contacts that live in the same house until cleared to return by a public health unit</td>
</tr>
<tr>
<td>German measles</td>
<td>See ‘Rubella’</td>
<td></td>
</tr>
<tr>
<td>Giardiasis</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Glandular fever (mononucleosis, EBV infection)</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion of case</td>
<td>Exclusion of contacts</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Hand, foot and mouth disease</td>
<td>Exclude until all blisters have dried</td>
<td>Not excluded</td>
</tr>
<tr>
<td><em>Haemophilus influenzae</em> type b (Hib)</td>
<td>Exclude until the person has received appropriate antibiotic treatment for at least 4 days</td>
<td>Not excluded. Contact a public health unit for specialist advice</td>
</tr>
<tr>
<td>Head lice (pediculosis)</td>
<td>Not excluded if effective treatment begins before the next day at the education and care service. The child does not need to be sent home immediately if head lice are detected</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice</td>
<td>Not excluded. Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Herpes simplex (cold sores, fever blisters)</td>
<td>Not excluded if the person can maintain hygiene practices to minimise the risk of transmission. If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry. Sores should be covered with a dressing, where possible</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Human immunodeficiency virus (HIV)</td>
<td>Not excluded. If the person is severely immune compromised, they will be vulnerable to other people’s illnesses</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hydatid disease</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Impetigo</td>
<td>See “School sores”</td>
<td></td>
</tr>
<tr>
<td>Influenza and influenza-like</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>illnesses</td>
<td>Exclude until</td>
<td>Not excluded</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Legionellosis</td>
<td>person is well and has received appropriate antibiotics</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Leprosy</td>
<td>person is well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Measles</td>
<td>person is well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Meningitis (bacterial)</td>
<td>person is well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Meningitis (viral)</td>
<td>person is well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Meningococcal infection</td>
<td>until appropriate antibiotic treatment has been completed</td>
<td>Not excluded. Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same room as the case</td>
</tr>
<tr>
<td>Molluscum contagiosum</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Mumps</td>
<td>for 9 days or until swelling goes down (whichever is sooner)</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Norovirus</td>
<td>until there has not been a loose bowel motion or vomiting for 48 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Pertussis</td>
<td>See ‘Whooping cough’</td>
<td></td>
</tr>
<tr>
<td>Pneumococcal disease</td>
<td>person is well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Respiratory syncytial virus (RSV)</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Ringworm/tinea</td>
<td>until the day after starting appropriate antifungal treatment</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Roseola</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Ross River virus</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rotavirus infection</td>
<td>until there has not been a loose bowel motion</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion of case</td>
<td>Exclusion of contacts</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Rubella (German measles)</td>
<td>Exclude until fully recovered or for at least 4 days after the onset of the rash</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Salmonella infection</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Scabies</td>
<td>Exclude until the day after starting appropriate treatment</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Scarlet fever</td>
<td>See ‘Streptococcal sore throat’</td>
<td></td>
</tr>
<tr>
<td>School sores (impetigo)</td>
<td>Exclude until appropriate antibiotic treatment has started. Any sores on exposed skin should be covered with a watertight dressing</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Shigellosis</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Streptococcal sore throat (including scarlet fever)</td>
<td>Exclude until the person has received antibiotic treatment for at least 24 hours and feels well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Thrush (candidiasis)</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Toxoplasmosis</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Tuberculosis (TB)</td>
<td>Exclude until medical certificate is produced from the appropriate health authority</td>
<td>Not excluded. Contact a public health unit for specialist advice about screening, antibiotics or specialist TB clinics</td>
</tr>
<tr>
<td>Typhoid, paratyphoid</td>
<td>Exclude until medical certificate is produced from a public health unit</td>
<td>Not excluded unless considered necessary by public health authorities. Contact a public health unit for specialist advice about excluding contacts and screening</td>
</tr>
<tr>
<td>Varicella</td>
<td></td>
<td>See ‘Chickenpox’</td>
</tr>
<tr>
<td>Viral gastroenteritis (viral diarrhoea)</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Warts</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Whooping cough (pertussis)</td>
<td>Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing</td>
<td>Contact a public health unit for specialist advice about excluding non-vaccinated</td>
</tr>
<tr>
<td>Contacts or Antibiotics</td>
<td>Contacts, or Antibiotics</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>Worms</td>
<td>Exclude if diarrhoea is present</td>
<td>Not excluded</td>
</tr>
</tbody>
</table>

The definition of ‘contacts’ will vary according to the disease—refer to the specific fact sheet for more information.

Some diseases—such as pertussis, typhoid, tuberculosis, meningococcal disease and hepatitis A—can cause concern among parents and sometimes interest from the media. Education and care services should consult their local public health unit, because they can provide support and education in the event of a concerning disease.

**REVIEWED: MAY 2012**
**NEXT REVIEW: MAY 2017**
UNWELL CHILD

AIM:
To provide guidelines and advice for Educators to manage the unwell child and ensure sick or injured children are cared for in an appropriate caring manner.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014
Public Health Act 2010 No 127 (NSW)

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) – Quality Area 2
Child Care Service Handbook 2013-2014 (Dept of Ed)

PROCEDURE:

• If a child exhibits signs or symptoms of being unwell, the following action will be taken:
  • Comfort the unwell child and provide a safe and comfortable space for them until the child is collected.
  • Contact parent/authorised person and inform them of their child's condition.
  • A checklist of an unwell child (checklist following) may be completed and a copy provided for the parent/authorised person.
  • The Educator will inform the person collecting the child of any relevant current illnesses in the Service and the conditions of re-entry to the Service.
  • When a child arrives at the Service and does not appear well enough to be in attendance, the Educator will discuss with the parent/authorised person their options.
  • Educators are unable to administer Panadol. It is important for Educators to know of any medication administered to children prior to commencing at the service each day.
When a child has a high temperature (i.e. 38 °C and over):

- Record temperature and time on Unwell Child Checklist (following).
- Remove excess clothing and lay the child down in a cool place. Cool the child with a tepid wet cloth and to prevent dehydration encourage the child to drink cool water often.
- Contact parent/authorised person to collect the child and ensure child is collected within the hour.
- Continually monitor the child's condition checking the child's temperature every 10 minutes. Record temperature and time taken and write this on the Unwell Child Checklist.
- Continue to cool the child, as above, check and record temperature every 5 minutes. The Educator is to stay with the child until parent/authorised person arrives. Ensure the child is well hydrated.
- If temperature reaches 40 degrees C and no contact has been made with the parent/authorised person to collect the child, call for an ambulance.

When a child has diarrhoea:

- After a loose bowel motion use the Unwell Child Checklist.
- Monitor the child and after two or more loose bowel motions, contact the parent and ask them to collect the child.
- The child should be separated from the other children where the Educator can maintain adequate supervision.
- The child can return to the Service only once all diarrhoea has ceased for a period of 24 hours.

When a child is vomiting:

- Use the Unwell Child Checklist to assess if the child has any other symptoms.
- If the child appears unwell and has one case of vomiting, contact the parent and ask them to collect the child.
- The child should be separated from the other children where the Educator can maintain adequate supervision.
- The child can return to the Service only once all vomiting has ceased for a period of 24 hours.
Sprains and breaks and other physical injuries:
If a child has a sprain, broken bone or has had surgery, the Service requires a medical certificate providing clearance to attend or procedures to ensure the child's safe inclusion into the Service.

Long Term Health Conditions:
If a child has a long-term health condition, the Service must have an action plan that has been developed with the consulting doctor and other health professionals. This plan is to be signed by the parent and the child's doctor.

REVIEWED: SEPTEMBER 2012

NEXT REVIEW: SEPTEMBER 2017
## Unwell Child Checklist

**Child's Name:……………………………………………………………………..** Date: ..................................................

You have been asked to collect your child from the Service today as he/she has been displaying the following symptoms:

<table>
<thead>
<tr>
<th>Symptom</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Severe, persistent or prolonged coughing</td>
<td></td>
</tr>
<tr>
<td>Difficult or rapid breathing</td>
<td></td>
</tr>
<tr>
<td>Eye/nose discharge</td>
<td></td>
</tr>
<tr>
<td>Unusual spots or rash</td>
<td></td>
</tr>
<tr>
<td>Frequent scratching of the scalp or skin</td>
<td></td>
</tr>
<tr>
<td>Lost interest in playing, was listless</td>
<td></td>
</tr>
<tr>
<td>Was abnormally quiet and inactive</td>
<td></td>
</tr>
<tr>
<td>Was crying readily and could not be comforted</td>
<td></td>
</tr>
<tr>
<td>Headache, stiff neck</td>
<td></td>
</tr>
<tr>
<td>Loss of appetite</td>
<td></td>
</tr>
<tr>
<td>Sore throat or difficulty in swallowing</td>
<td></td>
</tr>
<tr>
<td>Was irritable when disturbed</td>
<td></td>
</tr>
<tr>
<td>Was difficult to wake</td>
<td></td>
</tr>
<tr>
<td>Feverish appearance</td>
<td></td>
</tr>
<tr>
<td>Felt cold and looked pale</td>
<td></td>
</tr>
<tr>
<td>Had a high temperature i.e. above 38 degrees (recorded every 10 minutes)</td>
<td></td>
</tr>
<tr>
<td>[Time: Temp: °C] [Time: Temp: °C] [Time: Temp: °C]</td>
<td></td>
</tr>
<tr>
<td>Vomited on occasions</td>
<td></td>
</tr>
<tr>
<td>Had occasions of diarrhoea</td>
<td></td>
</tr>
<tr>
<td>Had symptoms of a possible infectious disease</td>
<td></td>
</tr>
</tbody>
</table>
As you are aware, it is very important that unwell children are cared for quickly, and that appropriate action is taken to prevent the spread of infection.

**When can your child return to the Service?**

- If your child has been sent home due to vomiting or diarrhoea, they can return to the Service only once all vomiting or diarrhoea have ceased. To keep cross-infection to a minimum, it is recommended that the child not return for 24 hours.
- If your child has commenced on a course of antibiotics, they cannot return to the Service for at least 24 hours so that the medication has time to take effect.
- If your child has been sent home with symptoms of an infectious disease recognised by the Public Health Unit, exclusion periods must be adhered to (please refer to the *OOSH Parent Book* for further information). On their return, a doctor’s certificate is required as clearance.

**Please note:** If your child returns to the Service (with or without a medical certificate) and your Educator identifies that your child still appears to be unwell, it is the responsibility of the Educator to once again send your child home.

**Please consider the service and other children and do not send your child to the Service when they are unwell.**

Parent Signature: ____________________________________________________________

Educator Signature: __________________________________________________________
MEDICAL CONDITIONS POLICY INCLUDING ASTHMA, ANAPHYLAXIS AND DIABETES

AIM:
To ensure Educators facilitate the safe, effective care and health management of children who have a medical condition that requires specific care practices.

STATEMENT:
Eurobodalla Shire Council recognises the need to ensure that children with specific diagnosed medical conditions have their medical requirements met whilst in childcare. This is an important part of childcare delivery to ensure the whole needs of the child are catered for. An individual's specific medical needs often require the Educator to address the needs of the child under instruction of a medical/Health Management Plan, authorised by a medical/health professional.

Staff and educators will work with families to minimise the risk of exposure of children to foods, and other substances, which may trigger severe allergy or anaphylaxis in children. Staff and Educators will ensure that any medical conditions that they are notified of are managed appropriately.

RELEVANT LEGISLATION:
Education and Care Services National Regulations 2014
Education and Care Services National Law 2010
Work, Health & Safety Bill 2011

RESOURCES:
National Quality Standards 2011 (ACECQA)
Child Care Service Handbook 2013-2014 (Dept of Ed)

PROCEDURES:

Co-ordination Unit Staff and Educators will:

- During the enrolment process seek information about any specific health care need, allergy or relevant medical condition that a child may have. This information will then be communicated verbally and in writing (Current Medical Management Plan) to the Educator and Educational Leader if necessary;
- Encourage ongoing communication with families in regards to medical status of children;
- Conduct a risk assessment of the service to reduce the likelihood of exposure to relevant allergens;
- Advise parents of any identified risks;
- Develop a risk minimisation plan for times that the child is in the child care setting, in consultation with families, educators and staff. This will nominate where the medication is to be kept and outline strategies for minimising the identified risks;
- Where a child has been diagnosed as at risk of anaphylaxis, a notice stating this must be displayed at the service;
- Ensure that at all times Educators and staff working with children have current training in asthma and anaphylaxis management;
- Children with specific health care needs, allergies or relevant medical conditions cannot be left with the Educator without necessary medication;
- Display emergency contact phone numbers by the telephone;
- In the situation where a child who has not been diagnosed as having a medical condition but appears to be suffering from a medical condition staff and educators will:
  - Call an ambulance 000
  - Commence First Aid measures
  - Contact parents
  - If parents cannot be contacted then contact emergency contacts
  - Contact the Co-ordination Unit
If a child self-administers medication ensure the correct procedure is followed i.e. *Practices for self-administration of medication*

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

- Written authorisation is provided by the person with the authority to consent to the administration of medication on the child enrolment form.
- Medication is to be provided to the Educator for safe storage, and they will provide it to the child when required.
- Following practices outlined in the Dealing with Medical Conditions Policy including anaphylaxis and allergies, asthma and diabetes.
- Self-administration of medication for children over pre-school age will be supervised by the Educator.
- Develop a communication plan for staff members, educators and parents to ensure the child’s medical management plan and location of the child’s medication is clearly communicated to Co-ordination Unit staff volunteers and students visiting the service.

**GUIDELINES FOR CHILDREN AT RISK OF ANAPHYLAXIS:**

- Parents of a child at risk of anaphylaxis have been provided with a copy of the services “Dealing with Medical Conditions Policy” including severe allergy and anaphylaxis, asthma and diabetes.
- Ensure that no child that requires an EpiPen is left at the service without an EpiPen. EpiPen must be kept in an easy identifiable place and that it is within the storage and use by date as required by manufacturer.
- EpiPen is stored in an insulated container in a location easily accessible to adults, inaccessible to children and away from direct sources of heat. Other medication that is used to counteract anaphylaxis signs and symptoms needs to be stored as per manufacturer’s instructions.
- Ensure an anaphylaxis action plan is filled out with the family in conjunction with a medical practitioner. Once completed this should be displayed in a prominent position. Parents will need to notify the Educator if there are changes and provide an updated and signed action plan.
- The service’s emergency action plan for the management of anaphylaxis is in place and all staff/educators (where applicable) understand the plan.
- Parent/guardian’s current contact details are available.
• Information regarding any other medications or medical conditions (e.g. asthma) is available to staff.
• Some common triggers of Anaphylaxis include food, bites and stings, medication and other (including latex).

In relation to the child at risk from food related allergies:

• This child should only eat food that been specifically prepared for him/her usually by the parent. Where the Educator is preparing food for the child, ensure that it has been prepared according to the parent’s instructions.
• All food for this child should be checked and approved by the child’s parent/guardian. Bottles, other drinks and lunch boxes, including any treats, provided by parents/guardians should be clearly labelled with the child’s name.
• There should be no trading or sharing of food, food utensils and containers with this child.
• In some circumstances it may be appropriate that a highly allergic child does not sit at the same table when others consume food or drink containing or potentially containing the allergen. However, children with allergies should not be separated from all children and should be socially included in all activities.
• When a risk child is allergic to milk, ensure non-allergic babies are held when they drink formula/milk.

In relation to other practices at the service:

• Ensure tables, bench tops and high chairs are washed down after eating.
• Ensure hand washing for all children upon arrival at the service, before and after eating.
• Restrict use of food and food containers, boxes and packaging in crafts, cooking and science experiments, depending on the allergies of particular children.
• Staff should discuss the use of foods in such activities (such as cooking) with parents/guardians.
• All staff are trained about measures necessary to prevent cross contamination between foods during the handling, preparation and serving of food – such as careful cleaning of food preparation areas and utensils.
Where parents/guardians send food to the service for their own child, they will be informed not to send food containing specified allergens or ingredients as determined by the service and Parent/guardian of child with the allergy.

In relation to the child at risk from bite and sting allergies:

- Staff and Educators carry out risk assessment of play spaces to minimise exposure to known triggers.
- Children will be supervised at all times.

MANAGING CHILDREN WITH ASTHMA GUIDELINES:
To facilitate effective care for a child with asthma, staff & educators will:

- Ensure families provide updated information on the child’s health, medications, allergies, their doctor’s name, address and phone number, emergency contact names and phone numbers and an Asthma First Aid Plan Or Management Plan approved by their doctor, on enrolment and prior to the child starting in the service, or when the child is diagnosed, or when changes to their asthma/treatment occurs.
- Ensure appropriate Medication Forms are signed.
- Be aware of aspects of the indoor environment that may be triggers for asthma in children, which include: dust mites, gardens/pollen, mould, chemicals, animals, air pollution, bush fires, colds and flu, diet/food, emotions, exercise, heating/air conditioning, medications, stress, weather/thunderstorms.
- Reduce exposure of children to indoor allergens by:
  - regularly vacuuming and shampooing carpets, rugs and upholstered furniture and washing fluffy toys;
  - regularly cleaning bedclothes;
  - treating and preventing growth of mould (when using chemical sprays such as pesticides and cleaning agents, spray when children are not present in the immediate vicinity);
  - controlling pest infestations;
  - minimising having pets indoors and ensure they are in a clean and healthy condition; and
  - using dust resistant mattress and pillow covers.
In any case where a child is having an acute asthma attack the following steps should be followed:

- Administer first aid or medical treatment according to either:
  - Emergency Asthma First Aid Plan,
  - the child’s Asthma First Aid or Medical Management Plan, or,
  - A doctor’s instructions.
- Dial 000 or 112 for an Ambulance and notify the families in accordance with the Regulation and guidelines on emergency procedures.
- Staff/Educators must inform the Co-ordination Unit if they administer first aid.

MANAGING CHILDREN WITH A KNOWN MEDICAL CONDITION i.e. Diabetes

To facilitate effective care for a child with any known medical condition staff & educators should:

- Ensure families provide information on the child’s health, medications, medical condition, allergies, their doctor’s name, address, phone number, emergency contact names and phone numbers, and First Aid Plan or Emergency Medical Plan approved by their doctor, on enrolment and prior to the child commencing care, or when the child is diagnosed, or when changes to their condition/treatment occurs.
- Ensure regulations and policies are adhered to when administering medication and treatment in emergencies, and written consent has been given.
- A written Management Plan for the known Medical Condition following enrolment and prior to the child commencing care which should include:
  - signs & symptoms to be aware of,
  - any specific monitoring required,
  - any specific medication/treatment required,
  - what meals and snacks are required including food content, amount and timing,
  - what activities and exercise the child can or cannot do, and
  - Whether the child is able to go on excursions and what provisions are required.
- A Current First Aid or Medical Management Plan following enrolment and prior to the child commencing care should include:
  - what symptoms and signs to look for,
• What action to take, including emergency contacts for the child’s doctor and family, or what first aid to give.
• In an emergency involving a child with any known medical condition dial 000 or 112 for an ambulance and notify the family in accordance with the Regulation and guidelines on emergency procedures, and administer first aid or emergency medical aid according to the child’s First Aid or Emergency Medical Plan, or a doctor’s instructions.

For further information on specific medical conditions contact Westmead Children’s Hospital at: www.chw.edu.au.

In any case where a child is having a suspected diabetic episode the following steps should be followed:

• Administer first aid or medical treatment according to either:
  • First Aid training,
  • the child’s Diabetic First Aid or Medical Management Plan, or,
  • A doctor’s instructions.
• Dial 000 or 112 for an Ambulance and notify the families in accordance with the Regulation and guidelines on emergency procedures.
• Educators must inform the Co-ordination Unit if they administer first aid.

Families are required to:

• Complete medication forms to allow the Educator to administer medication accordingly.
• Provide the Educator with:
  • A current copy of the child’s medical Management Plan and Co-ordination Unit. Including the doctors name, address and phone number in case of emergency
  • Work with the educator to ensure a risk minimisation plan is developed
  • Develop a communication plan with the Educator

Reviewed: January 2012

To be reviewed: March 2017
HEALTH

AIM:
To ensure the health and hygiene practices Educators use have regard to current community standards and are in accordance with relevant government guidelines.

STATEMENT:
Eurobodalla Shire Council acknowledges the importance of good health and hygiene practices to ensure the safety and wellbeing of children and their families, and Educators and their families. It is important to promote children’s health by encouraging and assisting Educators to adopt effective health and safety practices, maintain, promote and manage health concerns and health emergencies. The health and safety of the environment at the service for children and for Educators is paramount to minimise risks to all.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014
Work Health and Safety Regulation 2011 (NSW)
Work Health and Safety Act 2011(NSW)
Public Health Act 2010 No 127

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) – Quality Area 2
Childcare Service Handbook 2011-2012 (DoE).
PROCEDURES:

The Co-ordination unit will:
- Develop and maintain procedures and policies to ensure that Educators and families are informed and aware of good health and hygiene practices. These are based on current and up to date information which is regularly sourced from Staying Healthy in Childcare. Procedures will be developed in relation to:-
  - Exclusion (of sick children) including general rules for infection control
  - Dental health
  - Hand washing
  - Nappy changing
  - Toileting
  - Bathing
  - Cleaning
  - Food handling and storage
  - Handling Body Fluids

The Co-ordination Unit Staff will:
- Support Educators and families to ensure compliance with the policy;
- Provide current information on health and hygiene practices which reflects current research, best practice and advice from relevant health authorities;
- Implement and role model appropriate hygienic and healthy practices.

Educators will:
- Promote and role model good health and hygiene practices;
- Actively support children to learn hygiene practices including hand washing, coughing, dental hygiene and ear care;
- Keep up to date with current practices and implement service procedures;
- Seek advice from the Co-ordination Unit staff or Department of Health if unsure of appropriate action when dealing with a situation with a sick/infectious child or family member;
- Respect the management practices of a family for a child with specific conditions/illnesses;
- Treat a child’s health status professionally and confidentially;
Follow the recommendations listed on a child’s individual health plan
Inform the Co-ordination Unit if the Educator’s good health status changes e.g. illness or hospitalisation, birth of a child etc.
Close their childcare business when the Educator or other family member is ill or infectious. This may require a Doctor’s certificate before reopening the childcare business;
Involve children in developing and implementing guidelines.

**It is the responsibility of the family to:**

- Support the Educator to comply with health and hygiene practices and guidelines;
- Keep sick or infectious children out of the care environment;
- Provide a Doctor’s Certificate if requested by the Educator;
- Support the Educator to comply with health and hygiene practices and pick up their children promptly if requested to do so by the Educator, when their child becomes unwell in care;
- Keep the Educator informed on health management plans for their child if required e.g. asthma, diabetes, epilepsy and anaphylaxis.

**Reviewed: January 2012**

**To be reviewed: March 2017**
PHYSICAL ACTIVITY

AIM:
To provide children with a physically active program that is developmentally appropriate.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014
Work Health and Safety Regulation 2011 (NSW)
Work Health and Safety Act 2011 (NSW)
Public Health Act 2010 No 127

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) – Quality Area 2
Child Care Service Handbook 2013-2014 (Dept of Ed)
Staying Healthy in Child Care - Preventing infectious diseases in child care 5th Edition - 2012
www.nhmrc.gov.au

PROCEDURES

Educators will:

- Encourage children to participate in physical activities through programming and spontaneous experiences.
- Encourage and support children to undertake and participate in new or unfamiliar physical activities.
- Participate in physical activity with the children.
- Show enthusiasm for participation in physical activity and organise play spaces to ensure the safety and wellbeing of all individuals in the environment.
- Set up and plan for physical play activities and equipment and where appropriate encourage the children to help with the set-up.
- Listen to children’s suggestions on what physical activities they would like to participate in and where appropriate incorporate them into the program.
- Set up indoor and outdoor areas in a manner that promotes and encourages safe physical play for all age groups and developmental abilities represented in the centre.
- Actively encourage children to accept and respect each other’s range of physical abilities.
Consult with families and resource agencies on providing physical experiences that reflect diverse backgrounds and abilities.

Role model appropriate footwear and clothing for physical activity.

Will ensure a balance of active and sedentary activities throughout the child’s day and minimize sedentary behaviours unless the child is tired or ill.

The service will support the children in:

- Learning to use increasingly complex motor skills and movement patterns in order to combine gross and fine movement and balance skills, spatial awareness and problem-solving skills.
- The development of their physical skill set by providing regular opportunities for outdoor play.
- The development of their physical skill set by talking with children about how the human body and how important physical activity is for an individual’s health and wellbeing.
- The development of their physical skill set by providing experiences for the children that draw on elements of dance, dramatic play and creative movement.

Reviewed: January 2013

To be reviewed: March 2017
HYGIENE – CLEANING AND INFECTION CONTROL

AIM:
This procedure aims to provide guidelines to promote a safe and hygienic environment for children, staff, Educators and families. By following the procedure below you will be ensuring preventative measures taken will minimise the spread and risks of infectious diseases and provide model hygiene practices.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014

RESOURCES:
National Quality Standards 2011 (ACECQA) – Quality Area 2
Child Care Service Handbook 2013-2014 (Dept of Ed)
Public Health Act 1991 2010 No127
Work Health & Safety Act 2011(NSW)
Work Health & Safety Regulation 2011 (NSW)
Staying Healthy in Education and Care Services – Preventing infectious diseases in child care 5thth Edition - 2011
- www.nhmrc.gov.au

PROCEDURE:
Washing- THERE IS NO IDEAL DISINFECTANT

Washing germs away:
Routine cleaning with detergent and water, followed by rinsing and drying, is the most useful method for removing germs from surfaces. Detergents help to loosen the germs so that they can be rinsed away with clean water. Mechanical cleaning (scrubbing the surface) physically reduces the number of germs on the surface, just as hand hygiene using soap and water reduces the number of germs on the hands.
Washing with a soap solution cleans away all surface soiling and removes faeces, vomit, mucous, blood and secretions. Thorough cleaning reduces surface contamination to such a degree that healthy children are not at risk of contracting disease.

**Educators will:**

- Make up fresh detergent and water solution daily or preferably as needed.
- Avoid using spray bottles (because there is a tendency to ‘top-up’ the solution instead of making fresh solutions and therefore dilutions of topped-up solutions are never correct. This also means that bottles are cleaned less often and there is a higher risk of germs growing in the stale detergent.
- Immerse a cloth, wring it out, and then clean the area with a rubbing action.
- Use colour coded clothes or paper towel
- **All surfaces and equipment should be dried thoroughly before re using**

**CLEANING EQUIPMENT**

**Appropriate cleaning equipment:**

- Includes mops, (separate mop for bathroom and playrooms) disposable cloths or cloths that can be laundered and vacuum cleaners fitted with HEPA (high-efficiency particulate air) filters to reduce dust dispersion. Ensure that cleaning equipment is well maintained, cleaned and stored so it can dry between uses.
- It can be useful to have colour-coded cloths or sponges for each area (e.g. blue in the bathroom, yellow in the kitchen) so it is easier to keep them separate. Wear utility gloves when cleaning and hang them outside to dry. Wash your hands after removing the gloves.

All surfaces that are touched frequently, especially taps, hand basin, door knobs, and refrigerator handles, as well as toys, should be washed regularly at least once per week.

**Blood and Body Fluids:**

- Avoid direct contact with the fluid by wearing gloves
- Contain the fluid by placing absorbent paper towels around the edges of the spill, mop up as much as possible with absorbent paper towels, discard into a sealed plastic bag and dispose.
• Clean up the contaminated surfaces with neutral detergent and water.
• Dry or ventilate the area, discard all gloves and disposable materials into a sealed plastic bag and dispose.
• Any contaminated clothing, cloths or cleaning implements should be cleaned with neutral detergent and water. If washing by hand remember to wear gloves.
• For spills onto carpet or upholstered furniture, follow the above procedure including shampooing the area with an industrial carpet cleaner as soon as possible.
• Prevent sharing of combs, brushes, toothbrushes, bottles, dummies, towels, facecloths, handkerchiefs and tissues.
• Avoid kissing children on the mouth.
• Rinse with cold water if blood or body fluids are splashed into eyes, nose or mouth.

Children's bathrooms:

• Children’s toilets and basins should be cleaned each day.

Dress up clothes:

• Dress up clothes, e.g. hats and clothing are to be washed quarterly or after a major outbreak of a contagious illness.
• Dress up items should also be inspected regularly for mending.

Equipment:

• Children's equipment is to be cleaned on a regular ongoing basis.
• Objects that children may have placed in their mouths are to be placed in a basket after use for daily cleaning.
• Toys for 5 to 12 years old are to be cleaned, at a minimum, on a quarterly basis. Equipment should be washed in hot soapy water and air dried.

Furniture:

• Tables and chairs are to be washed daily with soap solution and paper towel, after activities and before/after eating. Chairs are to be scrubbed thoroughly with detergent solution on a quarterly basis (bicarbonate of soda can also be used).
• Wash floors daily. Sweeping will not remove all food scraps and spillages. Use detergent and water to wash floors, low shelves, door knobs and other surfaces often touched by children.
Note: Soap and water coupled with 'elbow grease' is the preferred cleaning agent. Where disinfectants are used, these must be correctly diluted following manufacturers' instructions. Wear gloves when handling disinfectants, as disinfectants are a common cause of dermatitis.

**Disinfectants:**
Disinfectants (also known as sanitisers) are usually only necessary if a surface cannot be properly cleaned with detergent and water, or if a surface is known to have been contaminated with potentially infectious material.

**Clean first, then disinfect:**
Disinfectants (sanitisers) cannot kill germs if the surface is not clean. It is more important to make sure that all surfaces have been cleaned with detergent and warm water than to use a disinfectant.

**To kill germs, any disinfectant must:**
- have enough time to kill the germs (as per the manufacturer’s instructions)
- be used at the right concentration
- be applied to a clean, dry surface
- Be effective against those particular germs.

Reviewed: May 2015
To be reviewed: March 2017

**OFFICE RESOURCES:**
Cleaning poster
Cleaning checklist
FOOD, NUTRITION AND DIETARY REQUIREMENTS

AIM:
To ensure all children in care with Eurobodalla Shire Council are offered a nutritious and appropriate diet that has been stored and prepared in a safe and hygienic manner.

STATEMENT:
Eurobodalla Shire Council recognises the early year of a child’s life is a critical period for their healthy development and growth. During this time, both physical and intellectual development is largely dependent upon adequate nutritional intake. Eating is also a source of enjoyment and it is important that Educators and staff do not become so concerned about nutrition and manners that they lose sight of children’s enjoyment of food. Many of the eating habits and attitudes to food developed in childhood continue throughout life.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014 (Clause 78, 79 & 80)

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) – Quality Area 2
Child Care Service Handbook 2013-2014 (Dept of Ed)
NSW Food Authority under the Food Act 2003 No 43
Caring for Children Food, Nutrition and Fun Activities
Dietary Guidelines for Children and Adolescents in Australia (National Health and Medical Research Council)
The Healthy Eating and physical activity guidelines for Early Childhood (Get Up and Grow resources 2009)
NSW Department of Health - Munch and Move

PROCEDURES
Co-ordination Unit Staff will:
- Provide information and resources to Educators and families on nutrition, food preparation and storage.
- Encourage families to provide adequate and nutritious meals for their children in care.
- Provide advice and support to Educators and families on matters relating to food and nutrition.
- Encourage and support all Educators and staff to attend relevant conferences and forums.
- Include nutrition Professional Development and a food safety component into new Educators induction.
- Provide nutrition and food safety Professional Development on a regular basis.
- Collect and record relevant information about individual special dietary requirements of children (i.e. allergies, cultural, etc) if required.
- Regularly provide Educators and families with nutrition guidelines based on the service Nutrition Policy.

**Educators will:**

- During school terms, provide a healthy afternoon tea
- During Vacation Care provide each child with food and drinks provided by the family, unless other arrangements are made.
- Hold a Food Handling Certificate
- Develop and display a menu for all food provided by the service.
- Handle and store food as per the recommendation of Guideline: Food Handling and Storage.
- Provide information to children and families that outline good nutrition practices.
- Understand the eating habits and nutritional needs of each child.
- Encourage and support children to develop independence in eating.
- Facilitate meal times that are positive, relaxed and social.
- Respect the requests of families relating to dietary, religious or cultural beliefs.
- Encourage children to try different types and textures of foods.
- Offering appropriate amount of food.
- Offer meals and snacks of regular and predictable intervals.
- Ensure children consume food and beverages in a hygienic manner 2.1.4

**When preparing meals and snacks Educators will:**

- Clean tables that are to be used for the meal.
• Wash and dry hands before preparing or serving foods. If you are interrupted to care for another child while preparing food or spoon-feeding an infant, be sure to wash and dry your hands again before you continue.
• Check that all children’s hands are washed before they eat or drink.
• Teach children to turn away from food when they cough or sneeze, and then to wash and dry their hands.
• If children are serving themselves from the same container, they must be supervised and utensils used to prevent children from touching food that other children will eat. This will assist to maintain food safety while also encouraging children to develop independence and self-help skills.
• Ensure children remain seated while eating.

Preparation food safely:

Storing, reheating and cooling food:

If you have cooked food that you aren’t going to eat straight away, cool it as quickly as possible and then store it in the fridge. Don’t keep leftovers longer than 2 days.

Reheating: When you reheat food, make sure that it’s piping hot all the way through (at least 60°C). Try using a thermometer to check. If the food is only warm it might not be safe to eat. Remember; don’t reheat food more than once!

Food can be defrosted in 2 ways. If you have time to plan ahead then you can defrost foods that are covered or in a container in the fridge. Smaller amounts of foods can be defrosted in the microwave. Remember to use the defrost setting. Remember; never defrost foods on bench tops!

Cooling Food: Remove food from the oven and allow the temperature to drop to 60°C. Ideally this should be done in less than 2 hours. Once this temperature is reached, ladle food into shallow containers, cover with a lid or clean paper and place the containers into the fridge to cool. Make sure they are stored above your raw meat and vegetables so they are safely separated.
REMEMBER THE 2 HOUR RULE

- Bacteria that cause food poisoning grow rapidly between 5°C and 60°C (the temperature danger zone).
- Food left in the temperature danger zone (eg out of the fridge or food warmer) for longer than 2 hours is dangerous.
- Refrigerate leftovers as soon as possible and when reheating make sure they are steaming hot before serving. Keep hot foods hot and cold foods cold and don’t leave them at room temperature for more than 2 hours.

If in doubt, throw it out!

It is the responsibility of the family to:

- Communicate current dietary requirements of their children and notify their Educator immediately of any changes.
- Provide nutritious and appropriate food/drinks if supplying meals for the child.
- Notify the Educator if any special dietary requirements are required and provide a written management plan to Educator for any allergies. E.g. (Diabetic, anaphylaxis, etc).
- Keep lunchboxes and drink bottles clean and hygienic.

It is the responsibility of all:

- Choose water as a drink.
- Eat more fruit and vegetables.
- Choose healthier snacks.
- Get active each day.
- Turn off the television and computer and get active.

REVIEWED: May 2015

TO BE REVIEWED: MARCH 2017
DENTAL CARE

AIM:
To practice and promote Dental Care amongst children, families and staff and to reduce the incidence of dental cavities in young children, and facilitate the prevention and management of dental trauma in children.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) – Quality Area 2
Public Health Act 1991 2010 No127
Australian Dental Association www.adansw.com.au

PROCEDURE

Co-ordination unit Staff will:
- Provide resources and training for Educators on dental health practices for children;
- Record on enrolment the name, address and phone number of each child’s dentist if applicable and have a contact number for an after-hours emergency dentist or dental clinic at the service.

Educators will:
- Record on enrolment the name, address and phone number of each child’s dentist if applicable and have a contact number for an after-hours emergency dentist or dental clinic at the service.
- Encourage families to provide healthy foods for their children whilst in care.
- Avoid the use of:
  1. sweetened milk, fruit juices, cordials or soft drinks for the children in care
  2. sugary snacks or lollies
• Offer water to drink in preference to fruit juice or soft drink.
• Encourage children to drink water or milk drinks at meal times to help reduce caries.
• Encourage healthy snacks such as vegetables, cheese, yoghurt, fruit or plain pasta (Educators should be aware of and avoid foods that are choking hazards to young children).
• Encourage cheese as a meal or snack or at least after one meal as this reduces the harmful effects of acid on the teeth.
• Encourage children to rinse their mouth with water after each meal.
• Report any sign of dental health problems to families e.g. swelling gums, problems with chewing, accidents or injury to teeth or gums.
• Have information available for parents’ about healthy teeth or a list of useful contacts to provide to families.

Families will be encouraged to:

• Provide Healthy food for their child/ren in care
• Promote good dental health practices with their child

Dental Accidents/Incidents

Educators will:

• Manage as an emergency, inform the parents/family and complete an Accident/Incident Report Form.
• Not reinsert the tooth back into the socket.
• Gently rinse the tooth or tooth fragments in clean milk or clean water to remove blood and place in a clean container or wrap in cling wrap to give to the parent or dentist.
• Place a firm pad of gauze over the socket and have the child bite gently on the gauze.
• Seek dental advice as soon as possible and ensure the tooth/tooth fragments are taken to the dentist with the child within 30 minutes.
• Report incident to Coordination unit within 3hrs.

If the tooth has been in contact with dirt or soil, advise the family that tetanus prophylaxis may be required and advise them to consult with both their dentist and doctor.

Reviewed: January 2012

To be reviewed on or before: March 2017
NAPPY CHANGING AND TOILETING POLICY

AIM:
Educators will minimise the spread and risk of infectious diseases between children and Educators by ensuring nappy changing, and toileting is conducted with safe hygienic practices.

STATEMENT:
Many diseases are spread by faeces, urine or other body fluids. Childcare workers and children in care are at about twice the usual risk of diarrhoeal infections and increased risk of hepatitis A, due to changing and handling of soiled nappies, and assisting young children with toileting routines. Efficient changing and disposal of soiled nappies, and safe toileting and toilet training methods significantly reduces the risk and the spread of diseases transmitted by faeces and body fluids.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) – Quality Area 2
Child Care Service Handbook 2013-2014 (Dept of Ed)
Public Health Act 1991 2010 No127
Work Health & Safety Act 2011(NSW)
Work Health & Safety Regulation 2011 (NSW)

PROCEDURE
To minimise risk and the spread of infectious diseases that are transmitted by faeces and other body fluids through changing nappies, toileting or toilet training in infants and children.

Co-ordination Unit staff will:
• Be aware of the requirements of the **Education and Care Services National Regulations 2014 and the National Quality Standard** in regard to nappy changing and toileting practices and facilities.

• Keep up to date with information about current hygienic practices in childcare services.

• Resource Educators on current advice from health authorities in regard to hygienic practices for nappy changing and toileting routines in childcare.

• Monitor safe hygienic practices in regard to nappy changing and toileting practices and facilities by Educators as part of visits conducted by service staff.

• Support the family and Educator with specific health and hygienic needs.

**Educators will:**

• Abide by their obligations under the **Education and Care Services National Regulations 2014 and the National Quality Standard**.

**This includes the following requirements:**

• The premises of the children’s service must have safe, sanitary facilities for storage of soiled clothes, linen and nappies before laundering or disposal.

• The premises of a children’s service must have toilet, hand washing facilities that are safe and appropriate to the ages of the children at the service and must have products and equipment for cleaning those facilities whenever necessary.

• Where there are children in care that wear nappies (including “pull-ups“), the Educator must provide:
  • A stable surface for changing nappies, together with a mat that has an impervious washable surface.
  • Hand washing facilities for adults in the immediate vicinity of the nappy changing area.
  • Sanitary facilities for the storage of soiled nappies pending laundering or disposal of the nappies.
  • Facilities for the storage of clean nappies.
  • Any nappy changing bench or mat must be cleaned after each use.
  • Nappy changing facilities must be designed, located and maintained so as to prevent unsupervised access by children (this relates to children not being able to climb on high change tables nor access unsafe products).
• Nappy changing facilities must be separate from food preparation facilities.
• The dignity and need for privacy of each child is respected during nappy changing and toileting.
• Children are closely attended on the nappy change table (if applicable).
• Toileting “accidents” are managed in positive and supportive ways.
• Consultation with families on any toileting issues relating to their child.
• Sharing of information about a child’s nappy changing and toileting while in care with that child’s family.
• Support nappy changing and toileting as being relaxed and positive experiences e.g. nappy changing used as an opportunity to engage in one to one games and songs.
• Consider and accommodate the specific health and hygiene needs of older children in care giving consideration to protecting their dignity and respecting their right to privacy.

Families are encouraged to:

• Discuss toileting issues relating to their child with the Educator.
• Work in partnership with Educators and Co-ordination Unit staff to ensure toilet training with their child is addressed with consistent routines and minimal stress.
• Provide adequate nappies, wipes and spare clothing for the Educator to use.

Reviewed: January 2012

To be reviewed: March 2017
NAPPY CHANGING PROCEDURE

PROCEDURE

- Check to make sure that all the supplies you need are ready.
- Get a walking child to walk to the change mat.
- Carrying a child away from your body is only necessary if there are faeces on the child and/or their clothing.
- Disposable nappies may reduce the risk of infections as disposable nappies do not “leak” as easily as cloth nappies and are able to be disposed of immediately.
- Use the following method to stop disease spreading through contact with faeces:
  - Wash your hands.
  - Place paper towel on the nappy change mat.
  - Always wear gloves when changing nappies.
  - Remove the child’s nappy and dispose of to minimise risk of cross contamination.
  - Remove any clothes with urine and/or faeces on them.
  - Clean the child’s bottom.
  - Remove the paper and dispose of to minimise risk of cross contamination.
  - Remove your gloves now, before you touch the child’s clean clothes. Remove gloves by peeling them back from your wrists, turning them inside out as you go. Do not let your skin touch the outer contaminated surface of the glove. Dispose of gloves to minimise risk of cross infection.
  - Dress the child. Wash and dry the child’s hands. Now you can hold the child close to you.
  - Take the child away from the change mat.
  - Clean the change mat with detergent and warm water at the completion of each nappy change.
  - Wash your hands.

PAPER ON THE NAPPY CHANGE MAT

Every time a child has their nappy changed, germs are put on the surface of the change area. By placing a piece of paper on the surface of the change mat many of the germs from the child are kept on the paper and do not contaminate the surface at all. The paper is removed in the middle of the nappy change, before the child’s clean clothes are put on, the paper and the
germs are then put in the bin. Any paper can be used for this. Paper towel is easy to use but can be expensive, grease proof paper is another alternative.

CLEANING THE NAPPY CHANGE MAT
Use this method to help keep the nappy change area clean.

- After each change and at the end of the day, thoroughly wash the mat well with detergent and warm water. Use paper towel for cleaning and drying the surface.
- Wash and dry your hands.

NB: A spray/squeeze bottle made up in the morning with detergent and warm water is sufficient for the day if the mat is vigorously rubbed during cleaning. The spray bottle must be clearly labelled detergent and water.

The spray/squeeze bottle must be rinsed out every evening and made fresh every morning.

Reviewed: January 2012

To be reviewed on or before: March 2017
TOILETING PROCEDURE

- Ask families to supply a change of clothing.
- Place soiled clothes in a plastic bag, tying the top firmly, and keep in a lidded bucket until family can take home at the end of the day.
- Help the child use the toilet where necessary, being very mindful of the need for privacy and dignity.
- Ask children if they washed and rinsed their hands, counting slowly to 10 or singing for this length of time. Explain to the child that washing their hands and drying them properly will stop germs that might make them sick.
- Wash your own hands.

Reviewed: January 2012

To be reviewed on or before: March 2017
HAND-WASHING PROCEDURE

According to Staying Healthy in Education and Care – Preventing infectious diseases in child care

BACKGROUND
Infections can be spread by a person who shows no signs of illness. Hand washing is one of the most effective ways of preventing the spread of infection.

How to wash hands
Use the following method to make sure your hands and the children’s hands are as germ free as possible. The process of thoroughly washing and rinsing your hands should take 10-15 seconds. This can be achieved by slowly counting to 10 when you wash and then slowly counting to 10 when you rinse. This is about as long as it takes to sing “Happy Birthday” twice. Wash hands with soap and running water, preferably warm.

- Wet hands with running water.
- Use liquid soap and spread over hands.
- Rub your hands vigorously as you wash them.
- Wash your hands all over. Pay particular attention to wash the palms and backs of hands, in between fingers, under finger nails and around wrists.
- Rinse your hands thoroughly to remove all suds and germs. Thorough rinsing will help prevent dermatitis from suds.
- Turn off the tap using single use towel
- Pat dry your hands with a new single use towel.

When to wash your hands

- Before handling food, including a baby’s bottle.
- Before eating.
- Before and after changing a nappy.
- After removing gloves.
- After going to the toilet.
- After cleaning up blood, faeces or vomit.
- After wiping a nose either a child’s or your own.
- Before giving medication.
- After handling garbage.
- After coming in from outside play.
• After cleaning the nappy change area
• After assisting a child to go to the toilet

Liquid soap dispensers and disposable paper towels are the preferred option for hand washing. Alcohol based hand cleaners can have a role if proper hand washing facilities are not available e.g. on excursions. After several uses of an alcohol based hand wash cleaner you will need to wash your hands properly with liquid soap and water.

When to wash the children’s hands

• Before and after eating and handling food;
• After having their nappy changed. Their hands will become contaminated while they are on the change mat;
• After going to the toilet;
• After coming in from outside play;
• After touching nose secretions;
• After coming in contact with blood, faeces or vomit.

While on excursions where water may not be available, Educators must make arrangements to ensure hands are cleaned appropriately to prevent the spread of infection.

Reviewed: January 2012

To be reviewed: March 2017
Children’s Safety
EUROBODALLA SHIRE COUNCIL’S CHILD PROTECTION POLICY

Aim:
Council is committed to creating a workplace where children are safe and protected. Eurobodalla Shire Council has an obligatory role in the community to help prevent and reduce incidents of child abuse. Council has established procedures for screening employees who provide services to children and for reporting and dealing with any child abuse allegations or conviction made against an employee.

Relevant Legislation:
The Child Protection (Offenders Registration) Amendment Act 2004
Child Protection Legislation Amendment Act 2002
Child Protection (Prohibited Employment) Act 1998,
The Commission for Children and Young People Act 1998

Introduction:
The Council has responsibilities relating to child protection and requirements for reporting any reportable conduct allegations/conviction made against an employee. Council is committed to establishing child-safe and friendly workplace practices to keep children and young people free from harm. This includes care in selecting staff in child-related work and establishment of systems for dealing with problems and complaints. The NSW Ombudsman is required to oversee and monitor investigations into allegations and convictions of child abuse by employees of designated and nongovernment agencies and Public Authorities. Council comes under the category of a Public Authority and accordingly, has an obligation to inform its employees of the provisions of the child protection legislation and ensure appropriate policies and procedures are in place to give proper effect to the legislation.

Statement:
Eurobodalla Shire Council believes children have the right to be protected and is committed to creating a workplace where children are safe and protected.
The Council has legal requirements under the Child Protection Legislation Amendment Act 2003 regarding reportable allegations, reportable conduct and reportable convictions and undertakes to meet its reporting obligations. The Council will not tolerate any form of reportable conduct by employees and undertakes to take seriously and investigate all allegations of reportable conduct as required by the Act.

Child Protection – Policy Page 2
In making this statement, Council is committed to the proper education and training of its employees in the area of child protection and making them aware of their obligations under the Act.
This policy relates to all employees of council and to outside people engaged by Council to provide services to children (including in the capacity of a volunteer).
In accordance with the Act the General Manager is considered to be the Head of Agency and has final responsibility for the implementation of the provisions of the Act including submission of investigation reports to the Ombudsman’s Office.

All staff has an obligation to immediately report allegations, incidents or convictions in relation to reportable conduct in the first instance to their Manager or the Human Resources Team Leader. The matter must then be addressed in accordance with the associated code of practice.

Recruitment Procedures:
Council’s recruitment procedures are to include processes to identify positions which involve employees working in child related work areas. For such positions, Council will ensure that checking procedures to identify people who are not suitable to work with children are completed prior to an offer of employment with Council. These procedures may include criminal records checks, working with children checks and/or other pre-employment screening or declarations as required by Child Protection Legislation Amendment Act 2003.

3. Definitions:

3.1 Allegation
Allegation of child abuse may take the form of a:

- Notification made without proof
- Declaration
- Notification made by a party, which they undertake to prove.
It is important to note that there need not be witnesses to an actual incident, nor does the alleged incident necessarily need to have occurred in work time. The fact that an allegation has been made can be sufficient to require Council to report the matter to the Ombudsman.

For an allegation to be reported to the Ombudsman it must have the following components:

i. The person who is the subject of the allegation must be a current employee or has been an employee at the time the allegation was made and must be identifiable not necessarily by name but by other information including his/her description and work schedules.

ii. The allegation must refer to a description of behaviour that may constitute reportable conduct.

iii. The alleged victim was aged under 18 years at the time of the alleged offence or behaviour and must be identifiable as in (1) above.

**3.2 Child**
The legislation defines a 'child' as any person under the age of 18.

*Child Protection – Policy Page 3*

**3.3 Employee**
An employee includes:
i. Any employee of the Council, whether or not employed in connection with any work or activities of the Council that relates to children, and

ii. Any individual engaged by the Council to provide services to children (including in the capacity of a volunteer).

**3.4 Head of Agency**
In accordance with the Ombudsman Act the General Manager is considered to be the Head of Agency.

**3.5 Outside People Engaged by Council**
Outside People engaged by Council may include the following people who are engaged to provide services to children:

- Contractors
- Sub-contractors
3.6 Reportable Allegation
Reportable Allegation means: an allegation of reportable conduct against a person or an allegation of misconduct that may involve reportable conduct.

3.7 Reportable Conduct
Reportable Conduct means:

i. Any sexual offence, or sexual misconduct, committed against, with or in the presence of a child (including a child pornography offence), or

ii. Any assault, ill-treatment or neglect of a child, or

iii. Any behaviour that causes psychological harm to a child, whether or not, in any case, with the consent of the child.

3.8 Reportable Conviction
A Reportable Conviction means: a conviction (including a finding of guilt without the court proceeding to a conviction), in this State or elsewhere, of an offence involving reportable conduct.
CHILD PROTECTION POLICY – Children’s Services

Aim:
Children’s Services will implement and review procedures in accordance with the NSW Child Protection Legislation to ensure all stakeholders within the childcare service are informed of their responsibilities in Child Protection matters.

Statement:
Every child has a right to be cared for in a safe secure environment at all times. It is important that every child coming into care is kept safe, is nurtured, has their emotional and physical needs met, and has issues relating to child abuse dealt with in a sensitive and reassuring manner.

Relevant Legislation:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014 clause 84
“Keep Them Safe: A shared approach to child wellbeing”, NSW Government
www.keepthemsafe.nsw.gov.au
Children Legislation Amendment (Wood Inquiry Recommendations)Act 2009 No 13
Children and Young Persons (Care and Protection) Act 1998 No 57
Ombudsman’s Act 1974 Act 1974 No 68

Key Resources and Contacts:
National Quality Standards 2011 (ACECQA) – Quality Area 6, Quality Area 2
Child Care Service Handbook 2013-2014 (Dept of Ed)
Community Services (CS)
Child Protection Helpline 13 3627 (Mandatory reporters line only)
Child Protection Helpline 132 111 (General number)
Ombudsman’s Office: 1800 451 524
Keep Them Safe Support Line 1800 772 479
Eurobodalla Shire Council 4474 1000
Council’s Children’s Services 44741280
Note: Eurobodalla Shire Council’s Child Protection Policy encompasses procedures for Child Protection matters within Children’s Services.

Supporting Document: Report Checklist

DEFINITIONS

MANDATORY REPORTING:
- A Mandatory Reporter is anybody who delivers services to children as part of their paid or professional work.
- In OSHC services mandatory reporters are:
  - Educators that deliver services to children
  - Management, either paid or voluntary, whose duties include direct responsibility or direct supervision for the provision of these services.
- Educators are mandated to report to Community Services if they have current concerns about the safety or welfare of a child relating to section 23 of the NSW Children and Young Persons (Care and Protection) Act 1998

Note: Co-ordination Unit staff and Educators (permanent and Casual) are Mandatory Reporters.

RISK OF SIGNIFICANT HARM
Risk of Significant Harm means that you have current concerns for the safety, welfare or wellbeing of a child or young person that are present to a significant extent of any one or more of the following circumstances:

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

WHERE A COMPLAINT IS MADE ABOUT AN EDUCATOR OR SOMEONE IN THE SERVICE:
• Should an incident occur that involves a child being put at risk of harm from an educator, volunteer, trainee or person visiting the service, this is regarded as ‘reportable conduct’ and necessitates such conduct being reported to the NSW Ombudsman within 30 days.
• Where the allegation is made to an educator or member of management the facts as stated will be recorded in writing, using an Incident Report template that includes dates, times, names of person/s involved, name of person making allegation and the person making the report. This report should be kept on record and treated as strictly confidential.
• If the Nominated Supervisor or responsible person in charge is suspected then the service’s management should be informed.
• The relevant forms together with information and assistance are available on line at www.ombo.nsw.gov.au.
• The person making the report should follow the advice of the Ombudsman’s Departmental Officers. Management will also follow this advice.
• The matter will be treated with strict confidentiality.
• For the protection of both the children and the educator involved, the educator should be encouraged to take special leave or be removed from duties involving direct care and contact with children, until the situation is resolved.
• Support should be provided to all involved. This support can be given in the form of counseling or referral to an appropriate agency.

INVESTIGATIONS:
All aspects of a Child Protection investigation will be conducted with:
• Confidentiality
• Procedural fairness
• Natural justice.
PROCEDURES

Approved Provider Eurobodalla Shire Council:
The Approved Provider of Eurobodalla Shire OOSH programs, with the support of the Co-ordination Unit staff, if required, will:

- Undertake an internal investigation to determine appropriate action to be taken in relation to a report against an Educator or Co-ordination Unit staff member.
- Ensure a report is made of any reportable allegations to the Department of Family and Community Services, and/or Police and, in the case of an allegation against an Approved Educator or Co-ordination Unit staff member, to the Ombudsman’s Office within the specified time limit (30 days).

Note: this includes all reportable allegations or convictions against an Educator or Co-ordination Unit member whether the incident occurred in or outside the workplace

- Provide a final report to the Ombudsman’s Office and other appropriate agencies e.g. Commission for Children and Young People, if the report is against a staff member or an Approved Educator.

Co-ordination Unit Staff:
In the area of child protection, the Co-ordination Unit staff will:

- Support the Approved Provider with reporting child protection matters if requested.
- Report to the Department of Family and Community Services (FACS) where there is reasonable grounds to suspect a child is at risk of harm.
- Document all areas of concern in relation to child protection (record keeping).
- Maintain confidentiality
- Protect the well-being of the children by acting sensitively in matters of child protection.
- Support Educators, and/or parents, when a child protection incident occurs.
- Conduct investigations when required in a sensitive and respectful manner.
- Provide information to Educators and parents on the Eurobodalla Shire Council Child Protection Policy and related information.
- Conduct themselves professionally, as a role model and in the best interests of the protection of children from harm, at all times.
- Keep informed of current Child Protection matters by attending training every 18 months
- Offer regular training on Child Protection to Educators.
Educators will:

- Any educator who forms a belief based on reasonable grounds that a child is at risk of harm should discuss their concerns with the Nominated Supervisor and/or the Responsible Person in charge of daily operation as they may have information the educator is not aware of. The incident/s that lead the educator to form the belief should be recorded concisely, include as much detail as possible and be kept in a secure place to ensure confidentiality.

- The Nominated Supervisor/Responsible Person will then assist staff in completing the online Mandatory Reporters Guide (MRG) to determine whether the report meets the threshold for significant risk of harm (see point below for further information regarding the MRG).

- If directed by the MRG to report to Community Services, should report their concerns to the Child Protection Helpline:
  
  Mandatory Reporters phone 13 36 27
  Non-Mandatory reporters phone 132 111

- When reporting to the Child Protection Helpline, it is important to have as much information as possible available regarding the child/children involved and any specific incident details. This might include child’s information, family information, reporter details and outcomes of the MRG.

- If the Nominated Supervisor has been advised to but has not reported to Community Services you are legally responsible to do so.

- Once a report is made to the Child Protection Helpline no further report needs to be made unless new information comes to hand.

Note: Educators may request the assistance of a staff member to support them in making a report to FACS.

- Document all areas of concern in relation to Child Protection (record keeping).
- Maintain confidentiality – see Confidentiality of Records Policy 2012
- Protect the well-being of the children by acting sensitively in matters of Child Protection.
- Conduct themselves professionally and in the best interests of the protection of children from harm, at all times.
- Seek advice from the Co-ordination Unit staff or other professionals in matters relating to Child Protection if required.
- Keep informed of current Child Protection matters by attending training every 18 months.
MANDATORY REPORTING GUIDE (MRG):

- The MRG has been developed to help frontline mandatory reporters, including OSHC educators, determine whether the risk to a child or young person meets the new statutory threshold of ‘risk of significant harm’. The MRG will guide the reporter on what action should be taken. The MRG is an interactive tool and is available online at www.keepthemsafe.nsw.gov.au.
- If still in doubt the Community Services Helpline will provide feedback about whether or not the report meets the new threshold for statutory intervention.
- If new information presents concerning the child or young person run the MRG tool again.
- Where concerns do not meet the significant harm threshold, the MRG tool may guide you to ‘Document and continue the relationship’. This requires the service to continue to support, provide services, and coordinate assistance and referral for the child and their family.
- Regardless of the outcome of using the MRG, the family and child will require support and referral where possible.
- The report page from the MRG should be printed and placed in the child/family file for future reference regardless of whether or not further action is recommended.

INFORMATION EXCHANGE:

- In order to provide effective support and referral it may be necessary to exchange information with other prescribed bodies including government agencies or non-government organisations and services.
- The NSW Children and Young Persons (Care and Protection) Act 1998 has been amended (2009) to include chapter 16A Information Exchange.
- Chapter 16A requires prescribed bodies to take reasonable steps to coordinate decision making and the delivery of services regarding children and young people.
- Under Chapter 16 A, NSW Children and Young Persons (Care and Protection) Act 1998, educators will exchange information that relates to a child or young persons safety, welfare or wellbeing, whether or not the child or young person is known to Community Services and whether or not the child or young person consents to the information exchange.
- The information requested or provided must relate to the safety, welfare or wellbeing of the child. Information includes:
  - A child or young person’s history or circumstances
  - A parent or other family member, significant or relevant relationship
  - The agency’s work now and in the past
- Where information is provided in good faith and according to legal provisions, under section 29 & section 245G NSW Children and Young Persons (Care and Protection) Act 1998; reporters cannot be seen as breaching professional etiquette or ethics or as a breach of professional standards. There can be no liability for court action.
Families:
In relation to Child Protection matters, the parents of children in care are requested to:

- Read the Child Protection Policy of the service.
- Report any concerns of a child being at risk of harm whilst in care to the Certified Supervisor or Educator or Educational Leader of the service.
- Abide by the decisions of the Nominated Supervisor or delegated staff member of the service in relation to the placement of the child into care, if requested.
- Remain confidential and respect the privacy of those involved in any incident that may occur.
- Seek support and advice from Co-ordination Unit staff if required.

RECRUITMENT AND ORIENTATION OF STAFF:

- All educators employed by the service including management, full time/ part time and casual educators, volunteers and students will be subject to a Working with Children Check carried out by the NSW Commission for Children and Young People. Written approval from the prospective employee will be sought prior to this check being carried out.
- When the service engages a self-employed individual to provide services, the provider is required to provide a Certificate for Self-Employed People. This certificate ensures verification that the person employed is not banned by law from working with children.
- All staff will be informed of their responsibilities as a Mandatory Reporter as part of their orientation and induction process. This will involve discussion regarding their current understanding, use of this policy and resources and access to Child Protection training. Information related to sexual grooming will also be provided upon orientation and induction to ensure that staff are fully aware of the signs and limits related to appropriately interacting with children.

REVIEWED: OCTOBER 2014

TO BE REVIEWED: MARCH 2017
ABSENT AND MISSING CHILDREN

AIM
We aim to ensure the safety and welfare of the children by ensuring clear communication and co-operation between the centre, parents and the school.

PROCEDURE

Absent Children

Parents/guardians will:

- Advise the centre if their child will be absent on a day that they are booked into care, as early as possible. Where possible this change should be confirmed in writing.
- indicate the expected time of absence
- Inform the centre when the child returns to school and that the child will be attending the centre on that afternoon. (After School Care)

Staff will:

- Inform Parents of this procedure on enrolment and through the parent information booklet detailing the great importance of the centre knowing of a child’s absence.
- Record all messages including absences in the phone/message book.

During school Terms

Should a child not be present and/or waiting in the designated area when expected, the staff member will:

- Ask the children of their knowledge of where the child might be.
- Approach the school office and ask for information regarding the child’s attendance at school.
- Ensure all other children are well supervised during this time.

If the child was absent, then the parents will be called to remind them of their failure to contact us and to find out if the child will be attending the next day or not.

If parents are not available staff will continue to call until a contact is made. If no contact is still made then an authorised person on the child’s enrolment form will be contacted to try to find out further details.

Missing Children

Should a child not be present and/or waiting in the designated area when expected, the staff member will:
Ask the children of their knowledge of where the child might be.
Approach the school office and ask for information regarding the child’s attendance at school.
If the child attended school and is expected to attend the centre, then the staff member will:
  - Inform the school of the missing child.
  - Ask them to find out if the teacher is aware of the parent or anyone else collecting the child and assist in the search of the school area.
  - Ensure all the other children are well supervised during this time.

If the child is still not found then the staff member will:
  - Take the other children back to the centre.
  - Try to make contact with the parent or authorised person to inform them and find out any further information.
  - Continue to keep in contact with the school.
  - Follow up on any leads regarding the child going to a friend’s home, if possible.

If the child remains missing:
  - The parents/authorised persons are to be kept informed.
  - The police are to be contacted.
  - Contact the Coordination unit
  - Advise ECECD

During Vacation Care
Should a child go missing/abscond during vacation care the staff will:
  - Ask the children of their knowledge of where the child might be.
  - Search the school grounds
  - Ensure all other children are well supervised during this time

If child is not immediately located:
  - Contact the parents/authorised persons
  - Contact the police.
  - Contact the Coordination Unit

If the child is absconding:
  - Ensure a staff member maintains sight of the child at all times
  - Inform other staff to ensure all other children are well supervised during this time
  - Try to persuade the child to come back to the centre/grounds
  - Contact the parents/authorised persons
  - Contact the police.
  - Contact the Coordination Unit
  - Advise ECECD

REVIEWED: August 2015
TO BE REVIEWED: MARCH 2017
ACCIDENT, INCIDENT, INJURY, TRAUMA AND ILLNESS POLICY

AIM:
To ensure children receive immediate and appropriate medical attention and care in the event of an illness, accident or emergency.

STATEMENT:
In the event of an accident or emergency situation occurring to a child in care in the presence of an educator, the Educator has a duty of care to take immediate action and provide appropriate services or care to those involved. The Education and Care service National Regulation states authorisation by the family for such action and treatment of a child must be made at enrolment with the service.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014 (Clause 85, 90, 93, 97)

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) – Quality Area 2
Child Care Service Handbook 2013-2014 (Dept of Ed)

PROCEDURES:
To ensure immediate action and appropriate services and care are provided in a medical or dental emergency or accident:

Co-ordination Unit Staff will:

- Support Educators with relevant forms for collecting authority and information.
- Be familiar with the regulatory requirements in relation to dealing with emergency situations with children.
- Provide Professional Development and/or information on appropriate practices when dealing with emergency situations with a child.
On enrolment of a child, ensure the family has given written authorisation for any Educator or staff member of the service, to seek and/or carry out emergency ambulance, medical, hospital or dental advice or treatment if required.

Have a current First Aid qualification as described in the Regulations.

Upon receiving notice of a serious incident involving a child attending OOSH where the incident results in the child receiving medical, dental or hospital treatment immediately notify the family, the Approved Provider of the service (Eurobodalla Shire Council) and the Director-General.

Upon receiving notice of the death of a child while being provided with care, the Nominated Supervisor will immediately notify the child’s family, a police officer, the Director-General and the Approved Provider of the service.

Educators will:

- Take all precautions to reduce the incidence of accidents and injuries, recognise potential accidents that can occur which need to be responded to effectively, e.g. burns, convulsions, head and eye injuries, fractures, poisons, bites, stings, cuts.
- Regularly practice emergency procedures, as per regulations.
- Update and prominently display cardiopulmonary resuscitation (CPR) guides both inside & outside premises.
- Display emergency procedures and current relevant emergency telephone numbers – 000 (ambulance, police, fire brigade), hospital, Poison Information Centre, & for educators, Coordination Unit & After Hours contact. Have available contact numbers of parents/guardians, doctor, pharmacy, Public Health Unit, & NSW Department of Education & Communities.
- Have a current First Aid, Asthma and Anaphylaxis qualification
- Discuss with the families of children in care, their responsibility in covering any expenses arising from emergency treatment, and their responsibility in providing adequate information on the child’s:
  - health
  - past and current medical history and any allergies
  - medications if relevant
  - recommended medical and dental provider
  - written action plans for medical conditions e.g. anaphylactic reactions and allergies, asthma management, haemophilia, diabetes, epilepsy, etc.
- Inform the Co-ordination Unit staff of any relevant emergency plan for a child.
• In the event of an incident, injury, trauma or illness, inform the family or emergency contact as soon as possible so that they can take over the responsibility of their child and decide on further action to take if necessary.
• Complete the incident, injury, trauma or illness form – these forms are to be sent in and stored at the Co-ordination Unit.
• Obtain parent signatures on forms and return to the office ASAP
• Inform the Co-ordination Unit staff of any injury to a child that requires medical attention
• Inform the Co-ordination Unit of any serious incident (DEFINITION CLAUSE 12)
• In the event of the death of a child while being provided with care, the Educator will immediately call an ambulance, the child’s families and Nominated Supervisor or representative of the service.

Families are encouraged to:

• Provide up to date medical and contact information in case of an emergency.
• Seek their own health insurance if they so desire.
• Provide written emergency or health management plans if applicable to their child’s health.
• Take over the responsibility of their child as a matter of urgency if contacted by their child’s Educator to do so.

IN THE EVENT OF A SERIOUS INCIDENT, ACCIDENT, ILLNESS, INJURY OR TRAUMA
The Educator will:

• Attend to the child immediately.
• Provide appropriate first aid treatment, including medical assistance e.g. Any medical/dental treatment required should be carried out by the parents’ nominated preferred medical/dental practitioner, where possible. If necessary an ambulance is to be contacted immediately by dialling 000.
• Stay with the child until the ambulance arrives. While awaiting the ambulance, the Educator is to contact the Coordination Unit to report the accident.
• Contact the family and inform them that the child is being taken to the hospital. Educators are to ensure that they reassure the parents, and inform them regarding which hospital the child has been taken to.
• Complete a Eurobodalla Shire Council Incident Report is to be completed that day by the Educator. Copies of the incident report is to be sent to the Senior Coordinator,
Children’s Services and are to be archived. (*The Senior Coordinator forwards any child incident forms related to dental accidents, head injuries or other accidents where medical attention is sought, to their insurance company.*)

- Provide Parents with a copy of the incident report form to be signed as acknowledgement of being informed of the incident.

**IN THE EVENT OF A MINOR INCIDENT, ACCIDENT, ILLNESS, INJURY OR TRAUMA**

The Educator will:

- Attend to the child immediately.
- Provide appropriate first aid treatment.
- Complete a Eurobodalla Shire Council Incident Report is to be completed in full that day by the Educator.
- Contact Parents if the incident requires that the child be sent home for the day, or alternatively notified of the incident when they come to collect the child.
- Provide Parents with a copy of the incident report form when they come to pick up the child and are to sign a copy of this as acknowledgement of being informed of the incident.

**REVIEWED: APRIL 2015**

**NEXT REVIEW: JUNE 2017**
ADMINISTRATION OF FIRST AID

AIM:
To ensure all staff and Educators now their responsibilities and follow correct procedures to administer first aid in an emergency

STATEMENT:
First Aid equipment should be available to all staff, educators, children and visitors while children are being educated and cared for. This includes while on excursions. All staff and Educators must undertake First Aid, Anaphylaxis and Asthma management training. All precautions must be taken to prevent accidents and injuries and to minimise complications. Managing accidents and emergencies requires careful planning and reduces the likelihood of major injuries and complications from injuries. “The person caring for the child assumes responsibility for acting in the best interests of the child in the event of an injury. The careful exercise of this discretion is considered part of the staff/educator’s duty of care.”

RELEVANT LEGISLATION:
Education and Care services National Regulation 2011
Education and Care services National Law 2010

KEY RESOURCES:
Guide to the Education and Care Services National Law 2010
Education and Care Services National Regulations 2014 (ACECQA).
National Quality Standards 2011 (ACECQA)
Child Care Service Handbook 2013-2014 (Dept of Ed)

PROCEDURES
Co-ordination Unit staff will:

- Adhere to the Incident, Injury, Trauma and illness Policy in all accident situations
- If required ensure Nominated Supervisor or other Coordination unit staff member goes to support educator at scene of accident.
- If necessary organise alternate care or collection by parents of other children at the educator’s service.
- Ensure that all blood or bodily fluids are cleaned up in a safe manner.
• Ensure that anyone who has come in contact with any blood or fluids washes in warm soapy water.
• Report accidents/incidents to appropriate authorities as soon as possible where medical or emergency attention was sought or should have been sought for a child. These authorities include (*Not necessarily in this order*)
  • Parents/Guardians
  • ESC Nominated Supervisor
  • ESC Divisional Manager of Community, Arts and Recreation or General Manager
  • An ambulance service.
  • The police.
  • The Department of Education & Communities made within 24 hours if it is a serious incident or death of a child.
  • DEEWR

**Educators will:**

• Adhere to the Incident, Injury, Trauma and illness Policy in all accident situations.
• Reassure the other children and keep them calm, keeping them informed about what is happening, and away from the injured child.
• Ensure that the child is kept under adult supervision until the child recovers or until a parent of the child or some other responsible person takes charge of the child.
• Take immediate steps to secure urgent medical or dental treatment.
• Advise the parent or guardian if any matter concerning the child’s health arises while the child is being provided with the education and care service, Ensure the child is returned as soon as practicable to the care of a parent/guardian of the child.
• Inform parent, family or other responsible person as required of the emergency.
• Ensure a fully stocked and updated first aid kit will be kept in a secure storage facility at the service. Staff/educators are to ensure that this is easily recognisable and readily accessible to all staff/educators and kept inaccessible to the children.
• Take a first aid kit will be taken on all excursions.
• **A first aid manual will also be kept at the service.**
• Keep a cold pack in the freezer or single use “chemical” cold pack for treatment of bruises and strains.

**In the case of a minor accident the educator will:**

• Assess the injury.
• Attend to the injured person and apply first aid as required.
- Ensure that disposable gloves are worn when dealing with all blood or bodily fluids and that they are cleaned up and disposed of in a safe manner.
- Record the incident and treatment given on the Accident/Injury/Illness form, how occurred, treatment given and by whom, to be signed by educator. A copy is to be given to parents/guardians.
- Obtain parent signature confirming knowledge of the accident.
- Notify the parents by phone after the incident if child has a head injury or the incident has caused the child to be distressed.

In the case of a major accident requiring more than first aid the educator will:

- Assess the injury, and decide whether the child needs to be attended to by local doctor or whether an ambulance should be called.
- If the child’s injury is serious the first priority is to get immediate medical attention. Although parents should be contacted straight away, if not possible, there should be no delay in organising proper medical treatment. Keep trying to contact the parents in the meantime.
- Contact the Coordination Unit and advise of accident as soon as possible. Coordination unit staff will contact parents/guardians of the injured child if necessary. And provide support to Educator.
- Attend to the injured person and apply first aid as required.
- Ensure that disposable gloves are used with any contact with blood or bodily fluids.
- Stay with the child until suitable help arrives, or further treatment taken.
- Try to make the child comfortable and reassure them.
- If an ambulance is called and the child is taken to hospital a staff member/educator will accompany the child if possible.
- Record the incident and treatment given on the appropriate form.
- Obtain parent signature confirming knowledge of the accident, where necessary.

Families will:

- Provide written consent for appropriate medical, dental or hospital treatment to be carried out in the event that such actions appear to be necessary because the child has been injured, or is ill. Enrolment will be denied if consent is not provided.
- Parents will be required to supply the contact number of their preferred doctor or dentist, Medicare number and expiry date.
- Supply contact information for those authorised to act in the event that a parent cannot be contacted. REVIEWED: APRIL 2014 TO BE REVIEWED: MAY 2017
EMERGENCY AND CRITICAL INCIDENTS

AIM:
To provide a clear outline for all staff and Educators of how to respond to an emergency and critical incidents. Emergencies and critical incidents can occur at any time, and therefore a planned and orchestrated response is the best means of ensuring the safety of all people.

STATEMENT:
Emergencies and critical incidents can vary significantly in duration. Effective emergency management involves coordinated actions that will:

- Reduce the likelihood of emergencies and critical incidents;
- Minimise the impact on students, staff and site activities; and
- Facilitate the return of the site to normal operations as soon as possible

Management of emergencies and critical incidents will involve consideration of:

- Prevention and mitigation
- Preparedness for
- Response to
- Recovery from and
- Review of emergencies and critical incidents

A critical incident may include:

- An accident
- Loss
- Death
- Natural disasters
- Violence
- Terminal illness
- Emergency situations
- Media attention
- Harassment
- Emergency First Aid
- Robbery

RELEVANT LEGISLATION:
Education and Care Services National Law 2010 Education and Care Services National Regulations 2014 (Clause 78, 79 & 80)
KEY RESOURCES:
Guide to the Education and Care Services National Law 2010
Education and Care Services National Regulations 2014 (ACECQA).
National Quality Standards 2011 (ACECQA) – Quality Area 2
Child Care Service Handbook 2013-2014 (Dept of Ed)

Local Police
Batemans Bay (02) 4472 0099
Bodalla (02) 4473 5244
Moruya (02) 4474 2444
Narooma (02) 4476 2044
Fire Brigade 000
Ambulance Service 000
NSW Department of Community Services Hotline 132 111

PROCEDURES:
Co-ordination Unit Staff will:

• In the case of a serious incident the Nominated Supervisor will report the incident to the regulatory authorities and the school.
• Provide support and information to Educators on compliance requirements for emergency and evacuation procedures.
• Provide forms to assist Educators in the recording of Emergency and Evacuation practise (Educators may devise their own forms).
• Monitor the compliance on visits.
• Upon receipt of the quarterly emergency practise record, will photocopy for recording purposes, and return original to Educator.
• Keep this record for 2 years.
Evacuations/Lockdown:
Evacuation/lockdown may be necessary in the event of a fire, chemical spill, bomb scare, earthquake, gas leak, siege, flood, or bush fire.
The emergency procedure should be short and simple

Educators will:

- Choose an assembly area and a backup area to be used if the assembly area is unsuitable because of circumstances.
- Display Emergency procedures in a visibly prominent area of the service environment (near exits)
- Practice Emergency evacuation/lockdown procedures with all children at least every three months.
- Evaluate the emergency evacuation/lockdown procedures
- Forward records of the evaluation of the emergency procedure to the office each quarter (January to March, April to June, July to September and October to December).
- Prepare the environment by having an organised environment to easy locate:
  1. Sign-in sheets
  2. Emergency contacts
  3. Council phone numbers
  4. Medication forms/box
  5. First Aid Kit.
  6. Assembly Area

The assembly area will be:
Well clear of the building and any area required for the access and operations of emergency services;

- An area which children can be moved from without going back towards the danger area;
- Not at the rear yard, unless there is a gate and an access route away from the danger;
- Escape routes to assembly areas must be kept clear of obstruction at all times; and
- The lockdown area needs to be in a suitable room inside the Service building.
Fire Equipment:
OOSH Services must be provided with:

- Appropriately placed smoke detectors;
- A fire blanket that is kept adjacent to cooking facilities; and
- Appropriately located fire extinguishers.

*NB: Equipment is required to be tested every 6 months or as directed by safety regulations.*

Timing is important in terms of counselling after critical incidents:
Following is the **Critical Incident Management Plan** to be followed in the event of a critical incident.

**CRITICAL INCIDENT MANAGEMENT PLAN CHILDREN SERVICES**

<table>
<thead>
<tr>
<th>ACTION</th>
<th>PROCEDURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure children and adults are safe</td>
<td>Implement Emergency/Lockdown procedure as necessary</td>
</tr>
<tr>
<td>Collect attendance roll, medication and emergency contact sheet.</td>
<td>Administer Emergency First Aid as necessary</td>
</tr>
<tr>
<td>Telephone call to Emergency Service as required</td>
<td>DIAL 000</td>
</tr>
</tbody>
</table>
| Telephone Eurobodalla Shire Council Children’s Services Management team as required for assistance | Contact: Manager, Community Services Division - 4474 1050  
Senior Coordinator Children’s Services – 4474 1280  
FACS 9205 1500 |
| Identify children's emotional reactions and discuss the following steps to be taken. | Discuss  
What happened  
How it will affect them  
What will happen next  
How they feel |
| Liaise with Emergency Services Personnel as required                  | Give them the facts about the incident  
Follow their instructions |
<table>
<thead>
<tr>
<th><strong>Contact Parents</strong></th>
<th>Educator to call Parents and Children’s Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brief Parents/Educators</strong></td>
<td>Coordinator or Children and Family Services Management team to give parents the facts about:</td>
</tr>
<tr>
<td>Coordinators to contact Management team to discuss information to be provided to parents</td>
<td>How their child is</td>
</tr>
<tr>
<td></td>
<td>What happened</td>
</tr>
<tr>
<td></td>
<td>What will happen next</td>
</tr>
<tr>
<td><strong>Provide support to Educators</strong></td>
<td>Senior Coordinator to organise de-briefing and counselling to all parties</td>
</tr>
<tr>
<td></td>
<td>Complete an incident report</td>
</tr>
<tr>
<td></td>
<td>Counselling if required</td>
</tr>
<tr>
<td></td>
<td>Implement strategies identified in the incident report</td>
</tr>
<tr>
<td></td>
<td>Inform all parties of strategies implemented</td>
</tr>
</tbody>
</table>

**REVIEW: FEBRUARY 2015**

**NEXT REVIEW: MARCH 2017**
EXCURSIONS

AIM:

- To ensure that excursions are safe and meaningful experiences for both adults and children.
- To provide an opportunity for children to engage in meaningful ways with their communities.
- To plan excursions with careful consideration of the safety of children and adults.
- To only carry out excursions when full permission and documentation have been completed and obtained.
- To undertake full risk assessments of the venue, activities and transport, considering the educational value of the excursion.
- To ensure that emergency plans are in place including a plan for first aid requirements and emergency contact details.

STATEMENT:

Excursions are an integral part of the OOSH program. They provide opportunities to expand and enhance children’s experiences, explore different environments and engage with the community. Excursions also provide opportunities for children to gather together at special events and join together as a larger group. These larger group experiences allow children opportunities to socialise with a range of children and adults.

CONSIDERATIONS:

Education and Care Services National Regulations (2011)
Guide to the National Quality Standard 2011 (elements 2.3.1; 2.3.2; 2.3.3)
Kidsafe www.kidsafe.org.au
Work Health and Safety Act 2011

PROCEDURES:

Planning and Preparations:

All excursions will be planned in advance to:

- Have fully informed, written parental authorisation prior to an excursion;
- Have approval from the Nominated Supervisor at least 3 days prior to an excursion;
- Maximise both children's developmental experiences and their safety;
- Reflect the age, capability and interest of the children.

All excursions will be thoroughly researched to ensure:

- Supervision is adequate so children cannot be separated from the group;
- Access to hazardous equipment and environments are minimised;
• There is adequate access to food, drink and other facilities (toilets, hand washing etc);
• Consideration is given to the mobility and supervision requirements of children with additional needs;
• That adequate sun and shade protection is available.

When planning for all excursions Educators will:

• Assess the requirements for the excursion;
• Conduct a risk assessment;
• Book transport and venues (if required);
• Make alternative arrangements for adverse weather conditions;
• Inform families of the details of the excursion including destination, objectives and outcomes, and what the child should bring;
• Provide parents or legal guardians with an excursion permission form to complete to authorise their child to participate on the excursion;
• Collect completed permission forms for each child attending the excursion;
• Request additional adult participation on the excursion where required;
• Arrange for a suitably equipped first aid kit (including EpiPen) and mobile phone to be taken on the excursion.

Additional factors need to be considered in the planning of excursions for children with additional needs. Where possible, our service will uphold the right for all children to access all excursions and engage in meaningful ways while on excursions.

RISK ASSESSMENT

The Educator will:
Ensure a risk assessment is conducted prior to any excursion to identify and assess the risk the excursion may pose to the safety, health and wellbeing of any child whilst on the excursion, and will specify how the service will manage any risks identified.

The risk assessment conducted will consider:

• Destination and duration of the excursion;
• Potential water hazards or any hazard associated with water based activities;
• Transport to and from destination;
• Number of Educators, responsible persons, and children involved;
• Supervision requirements of the excursion;
• Proposed activities;
• Items to be taken on the excursion e.g.: mobile phone, emergency contact numbers etc.
The Educator will make alternate arrangements for any children who are not attending the excursion, and ensure that any dialogue or pre-planning for the excursion does not alienate that child from social networks.

If the excursion is a regular occurrence a risk assessment will only be carried out once, provided the circumstances around the excursion have not changed in any way since the initial risk assessment was conducted.

**The Approved Provider and Nominated Supervisor will:**

- Advise Educators promptly of excursion approval: excursions will be approved if they meet regulatory requirements;
- Maintain an excursion register indicating the whereabouts of all Educators and children throughout the day;
- Record contact with Educators regarding the excursion approval process.

**Co-ordination Unit staff will:**

- Provide Educators with the form templates required to provide correct information to families and record permission for attendance;
- Support Educators in completing forms and deciding on appropriate excursion activities;
- Provide ongoing training on Work Healthy And Safety Act 2011 and risk assessments;
- Ensure the Approved Provider and Nominated Supervisor receives the required documentation to approve excursions.

**AUTHORISATIONS FOR EXCURSIONS [Clause 99-102,]**

All excursions will include the following information:

- The child’s name;
- The reason for the excursion;
- The date of the excursion;
- The proposed destination;
- The method of transport or walking itinerary;
- The proposed activities to be carried out during the excursion;
• The proposed period of time during which the excursion is to take place;
• The anticipated ratio of adults supervising to children;
• The number of adults to accompany and supervise the children;
• The number of children attending the excursion;
• The name of the person with a current approved first aid qualification who will accompany the children on the excursion;
• That a risk assessment has been prepared and is available;
• An emergency contact number for the excursion.

The Educator will:

• Forward all risk assessments to the Co-ordination Unit for approval well prior to the planned excursion;
• Provide families with a written copy of all excursion details (as stated in Clause 102 (4) of the Regulations);
• Obtain written consent from families and check verbally that families understand what the excursion entails;
• Provide the Co-ordination Unit with a copy of the signed parent permission forms with the risk assessment well prior to the excursion. (Minimum of 5 working days)
• NOT go on routine or non-routine excursions without approval from the Nominated Supervisor and Approved Provider.

If the excursion is a regular outing, authorisation is required once in a 12 month period. All parents or legal guardians will be asked to sign permission forms for regular excursions on enrolment and at the beginning of each subsequent year.
No child will be taken on an excursion unless written permission from parents or legal guardian has been received.
Parents are to be given no less than 3 days’ notice for any excursion. Risk assessments for each excursion must be kept with your appropriate records.

Co-ordination Unit will:

• Advise Educators promptly of excursion approval: excursions will be approved if they meet regulatory requirements;
• Maintain an excursion register indicating the whereabouts of all Educators and children throughout the day;
• Maintain records provided to Eurobodalla Shire Council in regards to excursions;
• Support Educators on the safe conduct of excursions.
Families and Volunteers:
Families will be encouraged to participate in excursions to assist in maintaining suitable child/staff ratios. If the parent needs to bring their child’s sibling because they cannot find suitable care, the siblings must be included in ratios.
If additional adults are required volunteers will be invited. Volunteers will be mature, responsible people who are aware of the hazards and responsibilities of taking a group of children out of the service.
Family members/volunteers will not to be left in sole charge of children and must be supervised by an Educator at all times.
All volunteers/family members’ details will be entered into the appropriate staff record for that day.

Transport and Traffic:
Safety of children will be considered in the choice of route and mode of transport. Our service will follow all applicable NSW road rules as well as the Kids and Traffic best practice recommendations for transporting young children safely. Every reasonable precaution will be taken to protect children from harm and any hazard likely to cause injury. Educators will ensure children obey road rules and cross roads at a crossing or lights where available. Educators will remain vigilant to ensure no child runs ahead or lags behind the group.
Safety of children must be the paramount consideration in the choice of route and mode of transport.

- Vehicles must be registered and roadworthy;
- Drivers must hold a current and appropriate licence;
- Any vehicles capable of seating up to and including 9 children used to transport children on excursions need to be fitted with child restraints approved by the Roads and Traffic Authority.- copy of approval required;
- All child restraints are fastened while vehicle is in motion;
- Children must NEVER be left standing alone by the side of the car or road crossing.
- Educators will not use their own cars without consent from the Coordination unit.

Supervision:
Supervision on excursions will ensure the safety and wellbeing of all children for the duration of the excursion, taking into account ratios and all risks and hazards likely to be encountered.
The venue will be assessed as safe for all children and adults on the excursion and will be easily supervised and accessible.
Water Hazards:
No child under school age is to go on an excursion to a swimming pool or other water-related activity, unless it is for the sole purpose of learning water safety or learning to swim under the direct supervision of a suitably trained and qualified instructor and where ratios are one adult for each child.
Where there are water hazards (water channels, ponds etc), risk management strategies are to be identified and implemented. For example some of our local parks have water hazards after wet weather or are close to beaches, rivers or dams.

If attending one of these locations the following ratios must apply;

- 1 adult: 5 children (6 to 12 years)

Council swimming Pool
- 1 adult: 5 children (6 to 12 years)

No child is to swim at a beach, river or lake.

Note: Requirement of two adults with Senior First Aid, Bronze Medallion or equivalent and able to implement water safety procedures.

Conducting the Excursion:
All Educators, volunteers and children attending will be informed of excursion timetable/itinerary, special requirements, safety procedures, grouping of children and responsibilities.
A list of children on the excursion will be forwarded to the Co-ordination Unit and a copy carried by the Educator.
Before leaving on the excursion, a notice will be prominently displayed at the service which includes:

- Itinerary and timetable; and
- Mobile contact phone number.

Items to be taken on excursions include:

- Suitable stocked first-aid kit including EpiPen and Asthma Medication if required;
- Mobile phone;
- Children’s emergency contact numbers;
- Children’s medication, if required; and
- Other items as required e.g. sunscreen, drinking cups, jackets etc.

ON THE DAY OF THE EXCURSION:
Educators will:

- Discuss the excursion schedule, promote awareness of road and play safety and safe excursion behaviour with the children before and during the excursion;
- Carry a list of children attending the excursion and parents contact phone numbers;
- Apply sunscreen and everyone is required to wear hats if there is an outside component to the excursion;
- Remind children about toileting;
- Check the children on/off the roll.

During the Excursion:
Educators must count their children frequently to keep track of all children.
If children require toileting the Educator must ensure that no child enters a public toilet unattended by the Educator.
Before leaving the excursion site the group is to be brought together and a check made to see if all the children are present.

Evaluation and Discussion:
After the excursion evaluate the outing:

- Its value to children;
- Any safety issues;
- Organisational aspects; and
- Would you do it again?
- What would you do differently? (NB: See Evaluation Form)

Reviewed: February 2011
Next review: February 2013

ATTACHMENTS REQUIRED FOR THIS PROCEDURE:

- Routine Excursion form and permission form
- Non Routine Excursion Form
- Risk Assessments for Excursion.
WATER SAFETY

AIM:
To ensure all Educators, Co-ordination Unit staff and parents are informed of the procedures required by Eurobodalla Shire Council in relation to experiences involving water and excursions where there is a water hazard.

STATEMENT:
Eurobodalla Shire Council acknowledges the importance of safe practices around water. Water hazards and pools are a high risk to children’s safety. Supervision of the children is paramount and the adult: child ratio must be maintained and implemented to reduce the risks when near water. Water areas are popular with the public, particularly in hot weather, making it difficult to maintain close supervision of children in the crowd; therefore strict procedures have been set to ensure the safety of the children in OOSH.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010 Section 167
Education and Care Services National Regulations 2014 Clause 116

KEY RESOURCES:
National Quality Standards 2011 (ACECQA)
Child Care Service Handbook 2013-2014 (Dept of Ed)
Swimming pools Act 1992
Kidsafe
PROCEDURES

• Water troughs or containers will only be filled to a safe level. These will be emptied immediately after use
• Water play activities will be supervised at all times. If a small wading pool is being used, the Educator will stand immediately beside it
• Buckets used for cleaning will be emptied immediately
• Any water hazards i.e. ponds or fountains at a venue that could constitute a drowning hazard are securely covered or inaccessible to children.
• Wading pools, sprinklers, soaker hoses may be used if children are constantly in the sight of the Educator at all times. On the completion of play with wading pools etc. they must be emptied and put away each time.
• Ensure any pool filters are inaccessible to children.

ADMINISTRATIVE PROCEDURES:

• An outing where there is a water hazard would be regarded as an excursion and a signed permission note from the family would be required. This needs to identify the number of children and adults attending the excursion and how the risk will be minimised.

REVIEWED: APRIL 2012

TO BE REVIEWED: MARCH 2017
SUN PROTECTION POLICY

AIM
Eurobodalla Shire Council’s sun protection policy has been developed to balance the risk of skin cancer from too much sun exposure with maintaining adequate vitamin D levels in our children. We aim to take a sensible approach to sun protection in our service that empowers children to take responsibility for their own health and wellbeing (“My Time, Our Place.” Outcome 3). The sun’s ultraviolet (UV) radiation is both the major cause of skin cancer and the best source of vitamin D. We need vitamin D to maintain good health and to keep bones and muscles strong and healthy.

STATEMENTS:
We aim to ensure that all children in attendance at the service when the UV forecast is 3 or above will be protected from harmful rays of the sun. All staff will model appropriate sun protection behaviour and enforce the sun protection policy. Evidence suggests that childhood exposure to UV radiation contributes significantly to the development of skin cancer in later life. Ultraviolet (UV) radiation cannot be seen or felt and can be high even on cool and overcast days. This means our service educators will teach children not to rely on clear skies or high temperatures to determine the need for sun protection and provide them with exposure to resources and materials that will reinforce this message and assist children to understand the complexities of their environment (“My Time, Our Place.” Outcome 2).

Strategies for teaching sun protection in the service will be based on children actively practicing and monitoring their own implementation of sun protection strategies as active learners (“My Time Our Place.” Outcome 4). This will include children having opportunities to access UV Alerts and monitoring the exposure to the sun of both themselves and their peers (“My Time, Our Place.” Outcome 5). Our service believes that implementing a best practice sun protection policy will have a major impact on reducing their chance of our children developing skin cancer in later life. Most skin cancers and related skin damage can be prevented by protecting the skin from the sun at its peak sun times e.g. between 11am-3pm during Daylight Saving (late October to late March), and between 10am-2pm the rest of the year. Whenever possible, reduce the time spent outdoors during the higher UVR levels.

RELEVANT LEGISLATION:
National Quality Standard 2 Element 2.3.2 “Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury”.
National Quality Standard 6 Element 6.3.2 “Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities”
Education and Care Services National Regulations 2014 (Amended 2013) 114 “Outdoor space – shade”
Policies, Procedures and Guidelines

Education and Care Services National Regulations 2014 100 “Risk assessment must be conducted”
Education and Care Services National Law 2010
WHS Act and Regulations 2012

KEY RESOURCES
The Cancer Council NSW
153 Dowling St
Woolloomooloo NSW 2011
PO Box 572, Kings Cross NSW 1340
Phone: (02) 9334 1900
Fax: (02) 9358 1452
www.cancercouncil.com.au

SUN PROTECTION PROCEDURES ARE:

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

- Where appropriate, outdoor activities will be scheduled outside of peak UV times or planned for shaded areas with sun protection used for all children.
- In non-daylight saving time (April-Sept) outdoor activities can take place at any time as long as sun protection (hats, clothing, sunscreen, shade) is used when the UV Index is 3 or above.
- Where the UV Index for that day is not known, sun exposure will be minimised between the hours of 10am and 2pm (11am and 3pm during day light saving).
- When planning excursions, sun protection will be included in the risk assessments for service participation.
- All sun protection practices will be maintained while staff are escorting children to and from school and on any excursions.

Shade

- Structured outdoor activities will be held in shaded areas whenever possible when the UV Index is 3 or above
- The service will identify shade options at various times of the day and the year within the outdoor space and promote these to the children. Educators will set up activities and play spaces to make best use of the shade. Shade options can include a combination
of portable, natural and built shade. Regular shade assessments should be conducted to monitor existing shade structures and assist in planning additional shade.

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

**Hats**

Children will be encouraged to wear sun-safe hats that protect the face, neck and ears when outside. Recommended hats are bucket hats and broad brimmed hats.

A sun safe hat is a:

- Legionnaire hat
- Bucket hat with a deep crown and brim size of at least 5cm (adults 6cm)
- Broad-brimmed hat with a brim size of at least 6cm (adults 7.5cm).

**Please note:** Baseball caps or visors do not provide enough sun protection and therefore are not recommended. Children without a sun safe hat will be asked to play in an area protected from the sun or can be provided with a spare hat.

**Clothing**

- Educators and children will wear protective clothing when outside during periods of time when the UV Index is 3 or above.
- When outdoors children will be encouraged to wear sun-safe clothing with sleeves, collars or covered necklines.
- Midriff, crop or singlet tops do not provide adequate protection and are not recommended. The Family Handbook will remind families and children of the appropriate clothing to wear to the service to meet the sun protection policy.
- All educators will be required to wear tops with sleeves and collars or covered necklines and longer style skirts, shorts or trousers.
- Children who do not have a hat must play in a sheltered area. Staff are to enforce the rule that where a child has not got a hat or is wearing clothing that is not recommended as appropriate they must access shaded areas in which to play.

**Sunscreen**

- SPF 30+ broad spectrum water-resistant sunscreen will be available at the service for children and educators to use. Sunscreen is stored in a cool, dry place and the use-by date monitored.
- Educators will ensure there are regular reminders (minimum every 2 hours) to apply sunscreen prior to outdoor play during the months of October to March between 11am and 3pm or when the UV Index 3 or above.
• Permission to apply sunscreen will be included in the service enrolment form. Educators will respect the parents’ right to refuse authorisation to apply sunscreen however will require children to wear appropriate clothing or play in the shade.

Role Modelling

• Educators will wear protective clothing and practice a combination of sun protection strategies (sun-safe hats, clothing, sunglasses, SPF 30+ broad spectrum water resistant sunscreen) when in attendance at the service.
• Wherever possible, staff will seek out shade when undertaking outdoor supervision in months where the UV Alert is 3 or above.
• Educators will use opportunities to discuss with children sun protection and demonstrate a positive and proactive approach to the management of sun protection in the service.

Families and visitors are encouraged to use sun protective measures when participating in and attending outdoor activities.

Collaboration with Children

• Children will be provided with opportunities to take leadership roles in managing sun protection.
• Children will be encouraged to access the internet/newspaper to check the UV ratings for the day and advise educators of the times when the UV Index will be 3 or above.
• Opportunities for children to set alarms for when the UV Index increases above or drops below 3 will be provided and children assigned duties regarding UV reminders, hat reminders and management of sunscreen.
• Children will be reminded that they can remove their hats when the UV Index falls below 3.

Education & Information

• The sun protection policy will be available to all families using the service.
• Parents will be informed of the sun protection policy including appropriate clothing requirements on enrolling their child in the centre through the Family Information Booklet.
• Upon enrolment in the vacation care program, parents will be advised of suitable protective clothing and hats for children to wear at the service and encouraged to apply a sunscreen to their child prior to attending the service during the spring and summer vacation care periods.
• Where children have allergies or sensitivity to the sunscreen, parents will be asked to provide an alternative sunscreen, or the child encouraged to play in the shade.
• The centre will incorporate sun and skin protection awareness activities in the program and provide notices and posters about the topic from the Cancer Council NSW as appropriate.
Children and their families will learn about sun protection. Sun protection information will be regularly communicated through newsletters, meetings and notice boards. The sun protection policy (including updates) will be provided to all staff and Educators. Further information is available from the Cancer Council website www.cancercouncil.com.au/sunsmart.

**Review**

This policy is adopted as standard for all OSHC services in NSW and endorsed as SunSmart by Cancer Council NSW and Network of Community Activities. This Policy will not be changed unless advised by Cancer Council NSW and Network of Community Activities.

Management and staff should regularly monitor and review the effectiveness of the sun protection policy. Refer to the Cancer Council’s guidelines and website www.cancercouncil.com.au/sunsmart for further information. This Service agrees to enforce the above sun protection policy in line with the Sun Smart OOSH Program recommendations and to inform the Cancer Council NSW of any changes to the Service’s policy and practices.

**Reviewed: December 2013**

**Next review: MARCH 2017**
TRANSPORT & ROAD SAFETY

AIM:
To ensure that all Educators are familiar with the current regulatory requirements related to vehicles and the safe transportation of children whilst in OOSH.

STATEMENT:
Eurobodalla Shire Council acknowledges the importance of ensuring the safety of children when travelling. Educators need to be aware of children at all times and develop clear procedures that the children can follow, that will ensure their safety. Vehicles used by Educators need to be safe, along with the safety equipment that may be used in the vehicles. There are also hazards relating to safety in driveways and car parks that needs to be considered in this area.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010 Section 167
Education and Care Services National Regulations 2014 (Clause 101)
Work Health and Safety Act 2011 (NSW)
Work Health and Safety Regulation 2011 (NSW)
Road Transport (Safety & Traffic Management) Act 1999
Australian Road Rules 2008 (NSW)

KEY RESOURCES:
National Quality Standards 2011 (ACECQA)
Child Care Service Handbook 2013-2014 (Dept of Ed)
“Kids and Traffic” resources available from the Early Childhood Road Safety Education Program, Macquarie University: www.kidsandtraffic.mq.edu.au
Roads and Traffic Authority www.rta.nsw.gov.au

The Co-ordination Unit will:
- Develop policies in consultation with Educators and families that will assist Educators to clarify the regulatory requirements in regard to transporting children.
Policies, Procedures and Guidelines

• Provide resources and/or Professional Development for Educators on matters relating to road safety and the safe transporting of children.
• Request a copy of the Educators drivers licence if applicable.
• Discard Car Safety equipment used for borrowing when it is more than 10 years old.

Educators will:

• Ensure that they have a drivers licence appropriate to the class of vehicle before they transport children in the vehicle.
• Ensure the vehicle is registered and roadworthy before they transport children in the vehicle.
• Ensure all children are restrained whilst in the vehicle. (if vehicle has fittings)
• Not leave children unattended in the car for any length of time.
• Consider transport options and route when planning excursions in a risk assessment framework.
• Only use transport which is suitable and safe for all children
• Ensure, as far as practicable, child passengers enter and exit the vehicle by the “safety door” (Safety door being the left hand back passenger door-door closest to kerb).
• Not pass the responsibility of children to any person other than a family of the child or a person authorised by such a family to have the responsibility of the child.
• Develop handover procedures that take into consideration the safety of drop off points for children and cars if away from the centre. e.g. car parking at excursion venues—considering all Work Health and Safety aspects.

Families will:

• Abide by the safety procedures of the Educator in relation to arrival and departure of children.

Reviewed: January 2012

To be reviewed: March 2017
DELIVERY AND COLLECTION OF CHILDREN FROM THE SERVICE POLICY

AIM:
It is important to ensure the safety and well being of children, when the responsibility of the child is being passed to and from the Educator. Clear procedures need to be in place to ensure children arrive safely and only leave the premises with the correct authorisation.

STATEMENT:
The time when children are arriving and departing the centre or a pre-arranged venue, can be hectic. It is important that families and Educators are clear when their respective responsibilities for the child start and finish. Additionally, accountability requirements for children in Commonwealth funded childcare services in Australia state that the child must be signed in and out of childcare by the person dropping off or picking up the child. Educators and families also need to be clear about the procedures for entering and leaving the centre in a safe manner e.g. doors, driveways, car parking areas.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 99
Children and Young Persons (Care and Protection) Act 1998 No 157

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) – Quality Area 2
Child Care Service Handbook 2013-2014 (Dept of Ed).

PROCEDURES

Co-ordination Unit Staff will:

- Provide Professional Development in Arrival and Departure procedures at Educator Induction training.
• Assist Educators in the development, practice and evaluation of their Handover (Arrival and Departure) Procedures.
• Promote awareness of the Arrival and Departure Procedures to families via newsletter articles.

Arrival from school procedures. (ASC)

Educators will:

• Take attendance record and emergency contact list to collection point at school
• Take the mobile phone
• Accept all children waiting to come to after school care
• Enter the arrival times onto the attendance record and sign
• Take children back to centre
• Follow the procedures for absent and missing children if required.

Arrival for vacation care procedures

Educators will:

• Physically receive and welcome the child when they arrive at the premises and welcome the family member/s
• Ensure child has been signed in on the attendance record
• Check with family regarding any relevant information for the day (e.g., medication, change of person collecting, change of emergency contact for the day)

End of the day procedures

Educators will:

• Ensure no child leaves the venue unless:
  1. They are given into the care of a parent of the child (unless prohibited by a court order)
  2. An authorised nominee named in the child’s enrolment record
  3. A person authorised by the parent or authorised nominee named in the child’s enrolment record to collect the child
  4. Is taken on an excursion approved by the parent/guardian and coordination unit
  5. Requires medical hospital or ambulance care or treatment
  6. Because of another emergency
• Ensure attendance records (timesheets) are signed by the person dropping the child off or picking the child up, at ALL locations where a handover occurs (e.g. excursions).

• Inform families of their responsibility to closely supervise children:
  o On arrival until physical handover has occurred, and
  o On departure after handover from the Educator to the family, particularly if any hazards such as roads, glass, prickly bushes, or ponds are in the entry/access route to the handover area.

• Check and remind families to enter the departure times and sign the attendance record.

• **Families are required to:**
  • Complete attendance records indicating the exact time handover with the service occurred.
  • Provide prior notice of an alternate person picking up a child using the Authority To Collect Form.
  • Ensure contact information is up to date with the Educator in case of emergency.

**Reviewed: August 2015**

**Review on or before: March 2017**
WORK HEALTH AND SAFETY POLICY

AIM:
To ensure Educators and Co-ordination Unit staff comply with the Work Health & Safety Act 2011 (NSW) and the Work Health & Safety Regulation 2011 (NSW)

STATEMENT:
The Work Health & Safety Act 2011 (NSW) and Work Health & Safety Regulation 2011 (NSW) aims to protect the health, safety and welfare of people at work. It lays down general requirements for health, safety and welfare, which must be met at all places of work in New South Wales. The Act covers self-employed people as well as employees and employers. Employees and employers must ensure the health and safety of people visiting or working at their places of work, who are not their employees, by not exposing them to risk.

For Educators, this includes people that come into the centre e.g. the children in care, the people dropping off and picking up the children, the Co-ordination Unit staff that visit and any workers paid to do a job for the service (e.g. fire protection workers).

In WHS terms, risk management is the process of recognising situations that have the potential to cause harm to people or property, and doing something to prevent the hazardous situation occurring or the person being harmed.

Risk Management involves:
Step 1: Identify the problem, which is known as hazard identification.
Step 2: Determine how serious a problem it is, risk assessment.
Step 3: Deciding what needs to be done to solve the problem, risk elimination or control.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014
Work Health & Safety Act 2011 (NSW)
Work Health & Safety Regulation 2011 (NSW)

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) – Quality Area 2, Quality Area 6
PROcedures

Co-ordination Unit Staff will:
Provide information to Educators on health, hygiene and safety matters in childcare as the information is made known to staff. This may be through newsletters, fact sheets, Professional Development sessions, Educator meetings or on staff visits.
Offer Professional Development and/or resources to Educators in areas that relate to WHS.
Monitor the compliance of Educators to ensure safety by checking that Educators complete a Workplace Health and Safety Audit on a regular basis and by conducting impromptu visits.
Review the systems and procedures relating to risk management within the service on a regular basis.
Develop policies and practices on Workplace Health and Safety matters in consultation with stakeholders of the OOSH services.

Educators will:
Comply with the Work Health & Safety Act 2011 (NSW).
Comply with the WHS practices that are documented in the Regulations
Maintain a safe environment in the centre at all times.
Develop and implement safe work practices in relation to WHS standards
Remain up to date with current safety requirements for OOSH.

WHS Policy must be complied with by Educators and staff at all times. A breach of policy by an Educator or staff member may result in disciplinary action.

Educators are responsible for the implementation, maintenance, monitoring and review of WH&S systems within their own work environment. This might include, but is not limited to:

- Accident/incident report systems.
- Food handling procedures.
- Infection control.
- Sun safety.
- Excursions.
- Road & car safety procedures.
- Glass/electrical audits.

**WHS Policy** must be complied with by Approved Educators and staff at all times. A breach of policy by an Educator or staff member may result in disciplinary action.

**REVIEWED: JANUARY 2012**

**TO BE REVIEWED: MARCH 2017**
MANUAL HANDLING PROCEDURE

Manual handling means any activity requiring the use of force to lift, lower, push, pull, carry or otherwise move, hold or restrain any person or object.

Injuries can include back strains or sprains to neck, shoulders, arms and knees. It also encompasses overuse injuries or injuries as a result of falling during manual handling.

It is recommended that:
Where possible, kneel down rather than bend down, in order to avoid neck and back problems.
Carry children only when necessary. The recommended technique for carrying children is to place one arm under the child’s buttocks and the other arm supporting the child’s neck. Avoid carrying the child on your hip as this may strain your back.
When lifting an awkward load, do so with a balanced and comfortable posture.

Store equipment at the right height and in an orderly fashion. Avoid reaching above shoulder level. It is recommended to use a step stool or ladder for handling items above shoulder level.
Arrange your physical environment to facilitate easier lifting and movement. This includes furniture.
It is not good practice to twist whilst lifting.
Only lift items within your limitations.
Ensure that you can see where you are going when lifting an object.
Ensure floors are not slippery or cluttered and that lighting is adequate.
Try and keep physically fit as working with children can be physically demanding. Stretching exercises before and after work is a good idea, as well as a few stretches before you lift items or children.

REVIEWED: JANUARY 2012

TO BE REVIEWED: MARCH 2017
PROVIDING A CHILD SAFE ENVIRONMENT

AIM:
To ensure all Educators, Co-ordination Unit staff and parents are informed of the procedures required by Eurobodalla Shire Council in relation to providing children with a safe environment.

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

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014
Work Health & Safety Act 2011 (NSW)
Work Health & Safety Regulation 2011 (NSW)
National Quality Framework

KEY RESOURCES:
Education and Care Services National Regulations r82, r84, r85, r86, r87, r89, r103, r105, r107, r108, r109, r110, r114, r115, r155, r170, r176, r168
- Parent handbook
- Staff handbook
- Health and Safety policies and procedures
- Staffing policies and procedures
- NSW Children and Young Person’s (Care and Protection) Act 1998
- Commission for Children and Young People Act 1998
- Ombudsman Act 1974 (with relevant Child Protection Amendments)
- NSW Department of Community Services Mandatory Reporting Guidelines
- Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13
PROCEDURES:
Managing the Facility

SECURITY:
- Only approved educators, Council and the school will be given a key to access the building and equipment areas.
- A key register will be maintained that indicates the person’s receipt of the key, date received, and date returned on completion of employment or completion of term as member of Management. If the service is situated on a school site, service will adhere to key registry requirements of the school.
- Extra keys will only be cut after agreement by the management and a record made of where they are.
- All important documents will be kept in a lockable place and access will only be permitted by approved staff and management members.
- No money will be kept on site.
- Educators will ensure that the building is left in a secure manner before leaving and all windows, cupboards, safe, and other relevant areas are locked. All heating and lighting is off and all doors properly secured.
- Educators will inform the police and the coordination unit as soon as possible if there has been a break in to the service of any kind.
- Educators will remain at the service until the police arrive or inform them of what to do. (please see Maintenance of Buildings Procedure)

MANAGING THE INDOOR AND OUTDOOR ENVIRONMENT:

INDOOR ENVIRONMENT:
- The services indoor environment will be smoke free and no smoking notices will be prominently displayed.
- The Nominated Supervisor will only enrol the number of children in the service, which can comfortably fit into the building space and in accordance with the National Regulations.
- Where children are indoors for long periods due to weather conditions, special activities will be planned and other areas sought to disperse the group such as school halls and verandas.
- Separate areas in the indoor environment will be provided for:
  - Signing children in/out of the service.
  - Collection of fees, answering phones, and maintaining daily records.
  - Educators and families to talk in confidence.
Children to store their bags and belongings.

Storage of equipment, food, dangerous materials, and family records.

Preparation of food and drinks.

Kitchen and other refuse.

Cleaning of equipment.

Toilets, hand basins and hand drying facilities.

Creative and other activities.

Large and small group activities.

Display of children’s activities and work.

Quiet space for children to retreat to, or do homework or lie down if unwell.

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

OUTDOOR ENVIRONMENT:

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

REVIEWED: JANUARY 2014

TO BE REVIEWED: MARCH 2017
Relationships With Children
INCLUSION AND DIVERSITY

Aim:
All children and families have the right to be treated with fairness and equity and have the same opportunities for participation and decision making and to be accepted as valued members of the community. The Code of Ethics, developed by Early Childhood Australia, underpins the core values, beliefs and practices within Eurobodalla Shire Council’s Children’s Services.

STATEMENT:
Eurobodalla Shire Council acknowledges the need for an inclusive program and service based on children’s rights and social justice principles. That is the right to fair and equal treatment regardless of age, gender, class, ethnicity, sexuality, geographic location, languages spoken, cultural background, additional need or other circumstances. We recognise differences as well as similarities in people and respect this. Not just within our service but in promoting respect for all people in the wider community. Promote child friendly communities and are advocates for universal access to a range of high quality early childhood and school age care programs. There is a commitment to full participation of children with additional needs. Create an environment that reflects the lives of children and families using the service and the cultural diversity of the broader community including aboriginal and Torres Strait Islander communities.

KEY LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014
Anti Discrimination Act 1977
Disability Discrimination Act 1992 and Disability Discrimination Regulation 1996
Equal Employment Opportunity under the Anti Discrimination Act 1977
Sex Discrimination Act 1984
Racial Discrimination Act 1975 and Racial Discrimination Regulation 1987

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) – Quality Area 1
Child Care Service Handbook 2013-2014 (Dept of Ed)
PROCEDURES

In line with the National Inclusion Support Subsidy Program guidelines our procedures now include:

Our services are open to all primary school aged children for recreation and leisure activities. Our focus is primarily with the child. We aim to encourage children to have a strong sense of belonging, joy of being in the here and now, and acknowledge children’s identities, understandings and capabilities.

All families will be assessed at enrolment regarding their child’s level of care required. Children that require an additional worker to reduce the overall staff: child ratio (to support the child to be included in play, activities and social situations) may* be accepted and ISS will be applied for. Please note that the inclusion subsidy may be required for the continuation of the child’s enrolment.

ISS will not be used for 1:1 support. Children with very complex needs and/or functioning in a way that limits their ability to be included in the program will be considered as requiring 1:1 support. Under such circumstances agencies supporting the child will need to provide the 1:1 support.

Children in receipt of Government funding (specifically for respite purposes) that is used for the payment of After School or Vacation Care fees are not eligible for the ISS funding. The Inclusion Support Subsidy and Respite Care Information sheet (Dec 2013) states that “to use ISS for respite purposes is considered “double dipping”.

Children who do not fit with the above guidelines may* still be accepted in our program but will require their own support worker (* dependent on current enrolment vacancies and staffing levels)

Information sharing:
On initial contact with the service, families will be requested to provide information relevant to the successful inclusion of their child into the service, (e.g.: cultural background, abilities, needs and language).
Sharing of information will remain a vital component of each child’s program and will maintain a positive focus.
Co-ordination Unit staff, Educators and families will ensure confidentiality is observed; (see Confidentiality of Records Policy).
Written permission will be obtained from families to share information relating to their children, family and situation to external organisations or persons, if required.
Information relevant to a child and/or family may be shared between an Educator and Co-ordination Unit staff, if required for the placement, ongoing support or development of the child.

Co-ordination Unit staff will:
Support the employment of staff and the selection of Educators from a range of social and cultural backgrounds.
Ensure Professional Development is provided for staff and Educators to extend their knowledge of social justice, inclusive and anti-bias practices through Professional Development opportunities, resources and publications and discussions with peers.

Ensure Professional development to support ongoing responsiveness to children with additional needs,

Establish and maintain links with organisations that promote social justice and inclusion and /or provide specialist support or resources. Work with inclusion and support agencies to include children with additional needs.

Ensure compliance with relevant state and commonwealth legislation to provide an inclusive and discrimination free environment.

Ensure educators and coordinators have skills and expertise necessary to support inclusion of children with additional health and developmental needs.

Plans are developed to support the inclusion of children with additional needs.

Offer regular meetings and or communication between families, supervisors, coordinators and other agencies and or specialists.

There are individual support plans for children with additional needs.

Co-ordination Unit Staff and Educators will:

When working with children:
Respect the rights and dignity of each child.
Ensure all the children have a right to access all learning experiences, to equally participate in the program and to succeed as a learner.
View all children as competent with many strengths and abilities and as initiators and active social constructors of their own learning.
Support children to interact with the environment and equipment in ways that children can identify.
Help children build connections with others and with their community.
Provide experiences that are complementary to children’s home and community experiences.
Build children’s positive sense of self through identifying and responding to each child’s strengths and learning styles.
Educators create environments that are inviting and inclusive and support children’s exploration, creativity and learning.
Develop respectful and trusting relationships with children, so they can feel empowered and more open and respectful of others.
Provide access to specialised equipment and resources and access to appropriate support services as required.
Support children to identify and take action against unfairness or to other biased behaviours.
When working with families:
Show sensitivity to and respect for the range of family structures including same sex families, social values and child rearing practices evident in the service and the wider community.
Incorporate information about the family’s background in meaningful ways to help ensure families feel welcome.
Share and exchange information relevant to the child.
Respect the family’s home language and communication styles and use a range of verbal and written methods of communication.
Value multiple perspectives and empower families as decision makers about their child’s learning and wellbeing.
Work through a family centred approach acknowledging family’s best know their child.
Provide a program that responds to the individual strengths and interests of all children.

When working with children with additional needs:
Use an inclusive approach ensuring that all children, especially children with additional needs, have the same opportunities to participate in all experiences and all aspects of the program.
Seek specialised assistance/additional support to successfully include children with additional needs.
Help them achieve educational success
Maintain updated information relevant to particular disabilities, health issues delays or giftedness relevant to the children in OOSH.
Plan an individualised Family Service Plan in collaboration with families and other professionals/agencies, including Inclusion Support Agencies (ISA"s)
Plan experiences based on the child’s strengths, talents, likes and dislikes and family priorities for their child.
Work collaboratively with other services to support the child’s transition in to the next learning environment.
Ensure ongoing Professional Development to adapt programs resources and environments to provide successful inclusion.
Ensure strategies and processes used to support children with additional needs in their transition to school and specialist services.
An approach that develops a sense of belonging, and comfort in the service environment
Need to build a relationship where children have trust and confidence in staff and educators.
Encourage use of educational tools that reflect children and people with disabilities as active participants in the community.
Environments, routines and staffing arrangements adapted to appropriately facilitate the inclusion of children with additional needs.
Families are encouraged to:
Provide information to the Educator and Co-ordination Unit staff about their child's individual likes, dislikes, needs and culture.
Provide Updated reports for children with additional needs
Collaborate with staff and management to ensure that individual needs are met and the service has the knowledge and capacity to include the child in the program

REVIEWED: JANUARY 2013

TO BE REVIEWED: MARCH 2017
INTERACTIONS WITH CHILDREN POLICY

AIM:
To ensure interactions with children are caring, genuine, respectful and without bias.

STATEMENT:
Children, who experience relationships in a child care setting that are built on respect, fairness, acceptance, co-operation and empathy, and are given the opportunity to develop these qualities themselves, are enhanced by these quality interactions.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014 (Clause 155 ,156)

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) – Quality Area 5
Child Care Service Handbook 2013-2014 (Dept of Ed)
Children and Young Person (Care and Protection) Act 1998 No 57
Ombudsman"s Act 1974 Act 1974 No 68
Belonging, Being & Becoming – The Early Years Learning Framework for Australia
My Time, Our Place – The Framework for School Age Care in Australia

PROCEDURES
To ensure the obligations of this policy are achieved:
Co-ordination Unit Staff will:

- Provide Professional Development and/or information for Educators and families on effective communication skills that help build quality, supportive relationships.
- Role model respectful and positive interactions with the children that convey to the children that they are valued as competent and capable individuals.
- Support Educators and families to encourage positive interactions.
- Communicate information about children with relevant parties in a confidential manner.
• Participate in Professional Development.
• Treat each child without bias.
• Have regard to the size and composition of groups in which children are being educated and cared for by the service,
• Develop guidance strategies with educators that demonstrate respect and understanding of individual children when they strive to recognize and understand why each child behaves like they do when they do.
• Use a positive approach in guiding behaviour.
• Have caring, equitable, and responsive relationships between themselves and children.

**Educators will:**

• Maintain supportive relationships, positive interactions, listen to children and,
• Encourage children to express themselves and their opinions
• Allow children to undertake experiences that develop self-reliance and self esteem
• Ensure the dignity and rights of each child are maintained
• Use positive guidance and encouragement toward acceptable behaviour. Take a positive approach to guiding children’s behaviour that empowers children to regulate their own behaviour and develop skills to negotiate and resolve conflicts or disagreements with others.
• Consider each child’s family and cultural values, age, physical and intellectual development and abilities
• Provide an environment that is secure and interesting with a positive atmosphere.
• Create opportunities for children to be independent and self-reliant to work through differences, learn new things and take calculated risks.
• Ensure that the routines and experiences children encounter during care are appropriate and reflect each child’s family and cultural values, age and physical and intellectual development.
• Encourage children to express themselves and develop confidence in their abilities and opinions.
• Show an interest and participate in what the child is doing, actively engaged in children’s learning and share decision making with them.
• Support children through periods of change.
• Respond to all children in a fair and consistent manner.
• Treat each child without bias regardless of their physical or intellectual ability, gender, religion, culture, family structure or economic status.
• Share information with families regularly in a constructive manner about children’s interactions in a confidential manner.
• Participate in Professional Development.
• Provide opportunities to interact and develop respectful and positive relationships with each other, staff and volunteers.

Families are encouraged to:
Develop supportive relationships with OOSH staff, educators, each other and children.
Respond to all children in a fair and consistent manner.
Share relevant information with Educators and staff regularly.
Interact with all children in the service in an appropriate manner.
Role model effective communication skills to their children.

Reviewed: January 2012

To be reviewed: March 2017
GROUP RELATIONSHIPS PRACTICES

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

- Our service will encourage children to participate in enjoyable interactions with their peers, respond positively to ideas, negotiate roles and relationships, contribute to shared play, and develop friendships.
- Our educators will engage children in ongoing group projects that involve research, planning, problem solving and shared decision making.
- Our educators will model strategies for children to initiate interactions and participate in group play and social activities and assist them when they have trouble understanding or communicating with each other.
- Our service will ensure that the children have many opportunities for peer scaffolding.
- Our educators will promote a sense of community in the service.
- Our service will coordinate the staffing and grouping arrangements to support positive relationships between children.
- Our educators will support and promote children’s interpersonal relationships and support the inclusion of children from diverse backgrounds and capabilities in group play, projects and experiences.
- Our educators will learn about children’s shared interests and will use this information to plan further experiences that provide collaborative learning opportunities.
- Our educators will pre-empt potential conflicts or challenging behaviours by monitoring children’s play and supporting interactions where there is conflict.
- Our service will ensure that the program and routines of the service will include regular opportunities for children to engage in social play and group experiences.
- Our service will ensure that food is being used appropriately and not as a reward or punishment.
- Our service will ensure that corporal punishment is not used as part of behaviour guidance or any other aspect of our interactions with children. Corporal punishment is never to be used in our service.

Reviewed: January 2014

To be reviewed: March 2017
SUPERVISION POLICY

AIM:
To ensure that all Educators and Co-ordination Unit staff are aware of the importance of supervision in reducing the risk of harm to the children.

STATEMENT:
Eurobodalla Shire Council is committed to complying with the Education and Care Regulations to ensure:

- Adult /child ratios are maintained.
- Children are supervised at all times.
- Consideration is given to the design and arrangement of children’s environments to support active supervision.
- Supervision is used to reduce or prevent injury to children and adults.
- To acknowledge and understand the need for increased supervision when children are involved in high risk activities e.g. an excursion near a significant water hazard.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014
Work Health & Safety Act 2011 (NSW)
Work Health & Safety Regulation 2011 (NSW).

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) – Quality Area 2 (2.3.1)
Child Care Service Handbook 2013-2014 (Dept of Ed)
http://acecqa.gov.au/home/ Australian Children’s Education & Care Authority
www.chw.edu.au The Children’s Hospital at Westmead
Kidsafe: the Child Accident Prevention Foundation of Australia www.kidsafe.org.au

The Education and Care Services National Law 2010 (Section 165) states:
An Educator must ensure that any child being educated and cared for by the Educator as part of a OOSH service is adequately supervised.
Educators must supervise children at all times when eating and drinking (2.3.1).

Educators must supervise children at all times when sleeping.

The Supervision Policy is important not only for children, families and staff/Educators, but relates to every person who enters the service’s premises. Supervision is one of the most important care giving strategies and skills required by staff/Educators to develop and master. Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, the weather conditions, the time of day, managing small and larger groups of children, and an understanding of child development including theories about how children play.

Procedures:
The Coordination unit staff will:

- Provide information and training during induction/orientation for new Educators
- Provide regular information about supervision strategies
- Monitor Educator’s supervision and provide support and advice.
- Model appropriate supervision skills

Educators will:

Focus their attention to the children and child related activities
Ensure all children in care are enrolled with the Service. Educators own children are required to have an enrolment form

- Be aware of their positioning in the environment.
- Constantly scan the environment.
- Listen whilst children play.
- Be aware of potential risks in the environment.
- Set up the environment to ensure maximum supervision.
- Have knowledge of the children in care and an understanding of how the groups of children interact and play together.
- Have knowledge of the physical and intellectual development of the children in care.
- Maintain adequate supervision whilst transitioning groups of children.
- Maintain adequate supervision whilst promoting play and learning experiences
- Encourage children to be involved in setting limits.

Supervision of Sleeping Children
The Educator will:
- Visually check sleeping children every 10-15 minutes.
- Record individual children’s sleep details
- Be especially alert to children during the first weeks in care
- Check the following for all children:
  - Skin colour looks normal
  - Rise and fall of chest indicates normal breathing
  - Signs of overheating (flushed skin, hot body temperature to touch, and restlessness)
  - Regulate the room temperature, avoid excess bedding and not overwrap or overdress infants/children

**Families will:**
Have the opportunity to communicate with Educators and Coordination unit staff about their child’s supervision needs, development and the Educators supervision strategies.

**Reviewed: January 2012**

**To be reviewed: March 2017**
GUIDING CHILDREN’S BEHAVIOUR

AIM:
To ensure children’s behaviour will be guided in a positive way.

STATEMENT:
Eurobodalla Shire Council acknowledges that the dignity and rights of each child must be maintained at all times and for all children to learn acceptable behaviour in a positive respectful way. We acknowledge the importance of ensuring children are not subjected to any form of punishment or isolation when learning these skills.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010 Section 166
Education and Care Services National Regulations 2014 Clause 155 and 104
Children and Young People’s (Care and Protection) Act 1998 No 57
Ombudsman’s Act 1974 Act 1974 No 68

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) – Quality Area 5
Child Care Service Handbook 2013-2014 (Dept of Ed)
Belonging, Being & Becoming - The Early Years Learning Framework for Australia
My Time, Our Place – The Framework for School Age Care in Australia
The early Childhood Code of Ethics

The Education and Care Services National Law states
An Educator must not subject any child being educated and cared for by the Educator as part of the OOSH service to-
(a) any form of corporal punishment; or
(b) any discipline that is unreasonable in the circumstances
Child management techniques must not include physical, verbal, or emotional punishment, including, for example, punishment that humiliates, frightens or threatens the child, and the child is not isolated for any reason other than illness, accident or a prearranged appointment with parental consent.

Clause 155 Interactions with children Educators and Co-ordination Unit staff will

*Encourage children to express themselves and their opinions;*

*Allow the children to undertake experiences that develop self-reliance and self esteem*

*Maintain at all times the dignity and rights of each child*

*Gives each child positive guidance and encouragement toward acceptable behaviour and*

*As regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and care for by the service*

**PRACTICES**

Co-ordination Unit Staff will:

- Provide Professional Development/information for Educators and families on positive guidance of children’s behaviour.
- Support Educators and families to encourage positive behaviours.
- Role model to Educators positive guidance of children’s behaviour.
- Model positive, socially accepted behaviours and language.
- Demonstrate appropriate reactions to children’s exploratory behaviour.
- Communicate information about children with relevant parties.
- Treat each child with respect and without bias.
- Participate in Professional Development.

Educators will:

- Participate in Professional Development on guiding children’s behaviour.
- Respect each child as an individual.
- Use positive guidance strategies that promote accepted children’s behaviour.
- Be consistent in their approach to guiding children’s behaviour.
- Reach agreements with families and staff in response to children’s challenging behaviour.
- Endeavour to understand why a child behaves a certain way.
- Be pro-active and prevent behaviour difficulties where possible.
- Be patient.
- Model positive, socially accepted behaviour and language.
• Provide an environment that supports the strategies of guiding behaviour.
• Create opportunities for children to be independent and self-reliant.
• Be objective and support children through periods of change and challenging behaviour.
• Demonstrate appropriate reactions to children’s exploratory behaviour.
• Share information with families regularly in a constructive and positive manner about children’s behaviour.

Families are encouraged to:

• Respond to their child/ren in a positive and consistent manner.
• Discuss approaches and work with the Educator to guiding children’s behaviour.
• Interact with all children in the service in an appropriate manner.

Reviewed: January 2012

Next Review: March 2017
CHILD MANAGEMENT PROCEDURE

AIM
We aim to provide an environment where all parents, staff and children feel safe, cared for and relaxed and which encourages co-operation and positive interactions between all persons. Rules will be clearly established based on safety, respect for others, order, cleanliness and which help create a caring environment. Positive behaviour will be encouraged and self-discipline skills developed through positive example and direction.

PROCEDURE

• Basic rules and clear guidelines of acceptable behaviour will be established through consultation with staff and children.

• Rules will encourage respect for the rights of others and help create a caring environment and be based on safety, order, cleanliness.

• Children and parents will have the opportunity to be involved in developing rules and our centre’s Code of Behaviour.

• All rules will be clearly expressed in a positive way and reinforced consistently.

• Staff, parents and children will be made aware of the rules.

• Rules will be displayed.

• Children will have the consequences to breaking the rules explained.

• All consequences shall be relevant to the individual situation and not demeaning to the child.

• No child is to be subjected to, or threatened with, corporal punishment.

• No child is to have food or other basic needs withdrawn as part of a punishment.

• Staff will only use reflection time for short periods, where children are encouraged to sit and reflect on the situation. Staff will follow up all time out situations by discussing the situation with the child and working together on better solutions for future behaviour.

• Positive behaviour will be encouraged by role modelling, diverting children to more appropriate activities, showing appreciation for appropriate behaviour and building on each child’s strengths and achievements.
• Children are to be given opportunities that enable them to be responsible for their own behaviour through the development of problem solving skills.

• Children will be encouraged to seek support when necessary.

• Staff will have access to training and support in positive approaches to behaviour management. This will be made available as part of the training budget.

• Staff, school and parents should work in partnership in promoting a consistent and positive approach to behaviour management.

• Staff and parents will raise concerns as they arise and discuss ways of working together to assist children to make changes in inappropriate behaviour.

• To assist in maintaining a positive, safe and caring environment the staff and children will have the following responsibilities.

THE CHILDREN WILL:
• Accept and value every child and adult regardless of race, cultural background religion, sex or ability.

• Treat each other with respect, courtesy and understanding.

• Maintain positive communication and relationships between staff, children and other adults.

• Ensure that appropriate language is used at all times.

• Know and fulfil their responsibilities.

• Settle their differences in a peaceful manner, try to use communication to resolve difficulties rather than resort to violence.

• Develop self-discipline skills through positive example and direction.

• Develop an understanding that behaviour results from choice made by the individual and that all behaviour has consequences.

THE EDUCATORS WILL:
• Accept and value every child and adult regardless of race, cultural background religion, sex or ability.

• Treat children with respect, courtesy and understanding.

• Maintain positive communication with the children at all times.

• Ensure that they are understood and communicate at the child’s level in a friendly positive and courteous manner.

• Use voice intonations, facial expressions, and explanations as methods of discipline.
To encourage children to take responsibility for their actions, Educators will:

- Initiate conversations with all children; develop an understanding of the child and their interests.
- Form friendly and warm relationships with the children in their care and be supportive and encouraging.
- Ensure that expectations, relating to the children’s behaviour is explicit and clear and consequences are consistently applied.
- Act as a role model for acceptable behaviour.
- Encourage and reward acceptable behaviour.
- Focus on the behaviour, not the child.
- Give praise and positive feedback to the children as often as possible.
- Provide an environment, which will foster the child’s self esteem.
- Help children develop self-discipline skills through positive example and direction.
- Introduce older children to simple conflict resolution skills.
- Help children to appreciate and care for each other and their surroundings.
- Ensure that appropriate language is used at all times.
- Never single out any children or make them feel inadequate at any time.
- Avoid threatening or verbally abusing the children in any way.

CONSISTENT UNACCEPTABLE BEHAVIOUR:
Where a child demonstrates consistent unacceptable behaviour the staff will:

- Ensure the child is aware of the limits and what is appropriate behaviour.
- Ensure the expectations are appropriate for the child’s level of development and understanding.
- Review the consequences to ensure they are not inadvertently encouraging the behaviour.
- Look for and assess possible causes for the behaviour.
- Discuss the issue with the parents and the child.
- Record all incidents, indicating what happened before and after the incident, time, date and who was involved.
- Develop a plan of action involving behaviour management in discussion with all staff, parents, school, and other professionals as required.
- Record the plan of action, ensuring all are aware of how to implement this and develop an evaluation system and review date.

If the child physically hurts other children or adults the staff will:

- Remove the child from the situation.
- Ensure the other person is all right and given proper attention and care.
- Record the incident, indicating date, time, victim, injury, offender and attendant.
- Ensure that both sets of caregivers are notified of the incident.
- Parents/guardians will be notified to collect the child immediately and requested to make alternative childcare arrangements, until a Code of Behaviour can be developed for that child.
FURTHER EXCLUSION FOR UNACCEPTABLE BEHAVIOUR
Should unacceptable behaviour continue and the above strategies are not working the staff will inform the Children’s Services Co-ordinator.

The Children’s Services Co-ordinator in consultation with the staff will discuss the issue.

Where, in the interest of the child and other children at the centre, exclusion is seen as the only step to be taken this will be decided by the Management. It will be considered only after:

- Adequate support and counselling.
- Parents have been notified and given the opportunity to discuss their child’s behaviour.
- Parents have been referred to other agencies, where necessary.
- Careful consideration has been given to the problem by staff and management.
- Clear procedures have been established for accepting the child back into the centre.

Reviewed: September 2012

Next Review: September 2017
Physical Environment
COMPLETION OF WORKPLACE HEALTH AND SAFETY AUDIT PROCEDURE

Background:
Workplace Safety is of high importance in Childrens Services. Under the Workplace Health & Safety Act 2011, it is the Educators responsibility to:

1. Identify hazards in the service environment.
2. Assess the level of risk of the hazard.
3. Eliminate or control the risk.

The Workplace Health and Safety Audit has been developed as a tool to assist Approved Educators in meeting their regulatory and Work Health and Safety responsibilities of providing a safe childcare environment.

The areas listed on the Workplace Health and Safety Audit has been identified as a possible safety risk to children if not managed appropriately.

It is the responsibility of the Educator to develop a risk management plan for any identified hazard in the Educator’s work environment and note this plan on the audit. Educators can seek assistance from Council’s Work Health safety team.

Process:

1. The service will distribute the Workplace Health and Safety Audit to all centres.
2. Educators are to complete the form by ticking they are compliant and writing how compliance is met in terms of each individual Regulation or hazard. Some items may be documented N/A.
3. Workplace Health and Safety Audit to be signed off by Co-ordination Unit Staff as being complete.
4. If areas are identified as non compliant the educator must address immediately. An action plan will be developed with the Educator and the Senior Coordinator.

It is recommended that the Work Health and Safety Audit be conducted by the Educator on a more regular basis by completing a daily hazard check.

Reviewed: January 2012

To be reviewed: March 2017
TOBACCO, DRUG AND ALCOHOL FREE ENVIRONMENT POLICY

AIM:
To ensure all children are raised in a healthy drug free environment.

STATEMENT:
Eurobodalla Shire Council acknowledges the importance of ensuring all children are cared for in an environment free from tobacco, drugs and alcohol.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014
Public Health Act 2010 No 127 (NSW)

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) – Quality Area 2
Child Care Service Handbook 2013-2014 (Dept of Ed)
- www.nhmrc.gov.au

The Education and Care Services National Regulations 2014 (Clause 82 and 83) states
Educators must ensure that children being educated and cared for by the educator as part of the service are provided with an environment which is free from the use of tobacco, illicit drugs and alcohol
And;
Educators must not, while providing education and care for children as part of a service consume alcohol or be affected by drugs (including prescription medication) so as to impair his or her capacity to provide education and care to the children

PROCEDURES

- Smoking drinking and consumption of illicit drugs will not be permitted on the centre grounds
- Staff and Educators employed by Eurobodalla Shire Council will not smoke, drink or consume drugs in front of, or in the sight of, children in their care.
Students, volunteers and visitors to the service will not be permitted to smoke, drink or consume drugs on the premises and will adhere to the tobacco, drug and alcohol free environment policy.

Parents, family members or relatives of children enrolled at the service will not be permitted to smoke, drink or consume drugs on the premises and will adhere to the Smoke Free Environment Policy.

Eurobodalla Shire Council will actively support and provide assistance for smokers to quit smoking.

ADVOCACY

Children

- Healthy living habits will be discussed with children.

Families

- Leaflet and flyers regarding passive smoking, quitting smoking and non-smoking education will be provided to families.

Staff/Educators

- Educators and staff will be informed of education programs and be provided with information to support them in their role of working with children and families.

Management/Coordination unit staff

- Will seek advice from peak organizations regarding current research and practice.
- Employee induction procedure- new Educators/staff will be informed of the policy and procedures of Eurobodalla Shire Council.
- Coordination Unit Staff will be positive role models and actively monitor all OOSH environments to ensure the safety of children.
- Procedure for non-compliance of the tobacco, drug and alcohol free environment policy and procedures by:
  - Child- parents will be informed
  - Coordination Unit Staff- official first and final warning issued, then dismissal.
  - Parent or family member- advised of policy and asked not to smoke
  - Student/volunteer advised of policy and warned that their services may be discontinued.
  - Visitor- advised of policy and warned not to smoke
Reviewed: January 2012

To be reviewed: March 2017
FIRE EQUIPMENT PROCEDURE

AIM:
To ensure the health, safety and wellbeing of children being educated and cared for by the service. Educators and Co-ordination Unit staff must have ready access to emergency equipment such as fire extinguishers smoke and fire blankets.
Eurobodalla Shire Council requires all OOSH centres to have Fire Safety equipment on the premises when conducting an Education and Care service; the premises must be fitted with;
1. Appropriately located smoke detectors; and
2. A fire blanket that is kept adjacent to the cooking facilities at the premises; and
3. Appropriately located fire extinguishers

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014 Clause 116
Work Health and Safety Act 2011(NSW)
Work Health and Safety Regulation 2011(NSW)
National Quality Standard – Quality Area 2

According to the relevant Australian Standard:
Fire Extinguisher, Fire Blankets and Smoke Detectors must be inspected before installation and every 6 months thereafter.

Monitoring procedure:
1. Within 6 months from the last check of the equipment, Educators are required to have the fire protection equipment rechecked. Documentation to this effect is required at the Co-ordination Unit.
2. The emergency evacuation procedures must be practised with all children provided with the service at least once every three months Regulations – Clause 97. Educators are to submit the Emergency Practice record to the Co-ordination Unit at the end of each quarter i.e. at the end of March, June, September and December.

Reviewed: January 2012

To be reviewed: March 2017
STORAGE OF DANGEROUS SUBSTANCES AND EQUIPMENT POLICY

AIM:
To reduce the risk of harm to children, families, staff, Educators and visitors from risks associated with chemical products, medicines, other dangerous substances and dangerous equipment.

STATEMENT:
Eurobodalla Shire Council has a duty of care to provide all persons with a safe and healthy environment. The service defines a dangerous product as any chemical, substance, material or equipment that can cause potential harm, injury or illness to a person. It is recognised the importance of Educators and Co-ordination Unit staff adhering to the Education and Care Services National Regulations 2011, the Work Health and Safety Act 2011 and Work Health and Safety Regulation 2011.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010 Section 167
Education and Care Services National Regulations 2014
Work Health and Safety Act 2011 (NSW)
Work Health and Safety Regulation 2011 (NSW)
Pesticides Act 1999 (NSW)
National Quality Standard – Quality Area 2 Element 2.3.2

KEY RESOURCES:
National Quality Standards 2011 (ACECQA)
Child Care Service Handbook 2013-2014 (Dept of Ed)
Managing OHS in Children’s Services, Tarrant, S., 2002.
www.standards.org.au Standards Australia Limited

PROCEDURES
The Work Health and Safety Act 2011 states clearly that a workplace must not place people or children at risk due to hazardous substances.

Safety is of high importance in OOSH. Under the Work Health and Safety Act 2011, it is the Educator’s responsibility to:

1. Identify hazards in the environment.
2. Assess the level of risk of the hazard.
3. Eliminate or control the risk.

Educators and Co-ordination Unit staff need to be aware of the Workplace Health and Safety legislation and safe storage practices relating to hazardous substances. A hazardous substance may be:

- A poison
- Medicine
- A substance that may trigger an allergic reaction e.g. dust, fumes, peanut butter.
- Petrol
- Household cleaners
- Toiletries
- Gardening chemicals e.g. fertilizers, weed killer, pesticides
- Gas.

A substance may become hazardous if it is not managed correctly. This may include the way a substance is:

- Handled
- Used
- Stored
- Transported
- Disposed of

Educators need to be aware of what hazardous substances are stored in the environment and keep accompanying Material Safety Data Sheets.

The Co-ordination Unit will:

- Provide information to Educators relating to identifying hazards and assessing the levels of risk in the service.
- Obtain Material Safety Data Sheets for all hazardous substances.

Educators will:
• Consider using the least hazardous chemical, product or equipment for the job.
• Choose chemicals or medicines with child resistant lids or caps, otherwise ensure the chemical or medicine is stored in a locked place, which is secure and inaccessible to children.
• Ensure that all dangerous substances and medications are stored in their original labelled container and not transferred to any other container.
• Follow the use, storage and first aid instructions on the label for a substance.
• Seek medical advice immediately if poisoning has occurred or call the Poisons Information Line on 131126, or call an ambulance, dial 000.
• Provide a safe environment at the centre and on outings at all times.
• Complete a Daily Hazard check.
• Ensure that dangerous chemicals, substances and equipment are kept in secure storage and are not accessible to children. It is the Educators responsibilities to eliminate or manage the risk.
• Obtain Material Safety Data Sheets (MSDS) for all hazardous substances

**STORAGE: (please refer to storage of Dangerous Substances and Equipment Policy)**
- A storage system should be devised that ensures easy access and un-cluttered storage of all equipment.
- Storage areas will be cleaned and tidied at least twice a year or when seen as necessary.
- Play equipment and toys should be easily accessible to all children during the operating hours of the service.
- Children will show respect for the equipment and be expected to pack equipment away that they have used to avoid trip hazards.
- All equipment is to be neatly packed away at the end of each session.
- Craft equipment will be stored in a separate area, children should ask permission before removing any craft equipment, such as paints and glues etc. which has not been set up by the staff.
- All craft equipment is to be properly washed and cleaned before storage.
- Where room permits, a separate storage area will be available for sporting and large outdoor equipment to prevent clutter.
- All items such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, first aid equipment, and medications should be stored in the designated secured area which is inaccessible to the children. Educators are responsible to ensure that these areas remain secure and that they do not inadvertently provide access to these items.
- Kitchen and other refuse areas will be provided with lidded facilities that are cleaned and emptied daily.
- Educators and management will ensure that all family records are kept in a nominated secure place, ensuring that records are kept confidential and not left accessible to others during the course of the daily operations.

VENTILATION, TEMPERATURE AND NATURAL LIGHT:
- All heating and cooling systems will be of good quality and checked regularly to ensure safety and reliability.
- All heating and cooling systems and power cords will be kept in a safe area and away from children.
- Educators will take individual needs and specific activities into account when ensuring that heating, ventilation levels are comfortable.
- Should educators, children or families complain about the temperature in the service not being at a comfortable level, this matter will be drawn to the attention of management and steps will be made to address the problem.
- Adequate ventilation will be provided at all times. Windows will be properly maintained to ensure easy opening and protection from bugs and insects.
- Where activities involve toxic materials such as paints and glues, staff are to ensure there is adequate ventilation before undertaking the activity.
- Windows are to be opened during operation of the service unless closed to protect from extreme weather conditions.
- Natural light is considered to be most desirable. Provision of natural light areas will be enhanced as much as possible.
- In areas made available for children’s homework or other fine detail, natural light will be made available where possible and good overhead lighting provided.
- Adequate light will be maintained both indoors and outdoors. A security light will be placed at the entrance to the service that clearly provides unobstructed view of the door and surrounding areas.
- Outdoor lighting will be suitable so that families, staff and children can enter and exit the building without any unsafe dark areas.

PEST CONTROL:
- Equipment and especially food items will be properly stored so as not to attract pests and vermin.
- Refuse bins and disposal areas will be emptied and cleaned daily.
- Kitchen, food preparation areas and storage will be cleaned and maintained daily.
- All areas will be checked daily for any signs of pests or vermin.
- Should any pests or vermin be identified then action should be taken to rid the service of the problem by:
  - Initially using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-chemical products.
  - Low irritant, environmentally friendly sprays to be used minimally and only with adequate ventilation and preferably not in the presence of the children.
  - Other methods such as the employment of a pest control company if deemed necessary by management where the above methods have failed.
- If urgent, the Nominated Supervisor may obtain a contractor from management list to address the problem.
- If non urgent, the Nominated Supervisor will bring the problem to the attention of management in their report and management will decide on the appropriate course of action.
- All families will be notified of any use of chemicals.
- Any use of chemical products should only be conducted outside the hours of the children and educators’ presence in the building.
- All action will be taken to remove the children, educators, families and visitors from the environment for as long as is safe and viable.

Reviewed: January 2012

To be reviewed: March 2017
PET AND OTHER ANIMALS POLICY

AIM:
To ensure the practices of the service meet the Education and Care Services National Regulations 2014 and National Quality Standards in regard to pets and other animals in Children’s Services.

STATEMENT:
Eurobodalla Shire Council acknowledges the importance of keeping children safe at all times. While pets and other animals can prove an effective inclusion into the child’s experiences in care they are also a risk to children. A child’s safety must be maintained at all times.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010 Section 167
Education and Care Services National Regulations 2014 Clause 116
Work Health and Safety Act 2011 (NSW)
Work Health and Safety Regulation 2011 (NSW)
National Quality Standards Quality Area 2

KEY RESOURCES:
National Quality Standards 2011 (ACECQA)
Child Care Service Handbook 2013-2014 (Dept of Ed)
Kidsafe

PROCEDURES
Co-ordination Unit staff will:

• Provide Professional Development and/or resources to Educators and families on health and safety practices for pets and other animals.
• Monitor the compliance of the policy and help Educators develop risk management plans for animals
Inform families of the service requirements and Child Care Regulations for managing pets in OOSH when required.

Educators will:

- Inform families of their procedures relating to pets and children in care.
- Inform families prior to a new pet coming into the OOSH environment.
- Vacuum and clean furniture and floors daily, before children arrive.
- Ensure children and Educators wash hands immediately after handling animals. Close supervision of all children if they have access to animals.
- Develop a risk management plan completed prior to all animal experiences.
- Research has indicated that dogs are a high risk with children, experiences involving dogs need to be discussed with Coordination Unit before the risk management plan is completed and the experience occurs.
- The Educators must ensure that any animal (including livestock) or domesticated bird that enters or is kept on the premises of the Service does not constitute a health or safety risk to children (for example, by causing an allergic response or infection or in any way having a detrimental effect on the well-being of children provided by the Service).
- Every domestic pet or farm animal is kept in an area separate to and apart from the areas used by children, unless involved in a specific activity that is directly supervised by the Educator, staff member or other adult (e.g. brushing the dog, bottle feeding a lamb, or providing food or water).
- Ensure all animals kept at the premises are clean and healthy.
- Every animal is made inaccessible to a child in care unless the child is under direct supervision.
- Any bedding, toys, litter tray, food feeding container or water container used or consumed by animals is inaccessible to children.
- All play areas are kept free from the following – animal droppings, bones, and holes dug by animals.
- Educators must ensure animals do not have access to bedding used by children, toys or play equipment used by children, food preparation areas or food prepared by the Educator, eating surfaces or utensils.
- No animal travels in a motor vehicle with a child unless the animal is restrained in the car (e.g. by a fixed barrier or harness or in a cage).

Families are encouraged to:
• Inform Educators if their child has any allergies relating to animals before commencing care. Or any fear of particular animals.

Reviewed: January 2012

Next Review: March 2017
MAINTENANCE OF BUILDINGS AND EQUIPMENT POLICY

AIM:
To provide a safe environment for children, families and staff by maintain safe buildings and equipment located at the service.

STATEMENT:
Out of School Hours Care service has a duty of care to provide all persons with a safe and healthy environment. The service defines ‘buildings’ as the building including verandas and sheds located within the property boundaries. The Service defines ‘equipment’ as all toys, outdoor equipment including swings and slides, office machines, and furniture contained within the property listed above. All staff are to implement the service’s Maintenance of Buildings and Equipment Policy, procedures and practices. A Maintenance register of the building and equipment is used to ensure that maintenance is undertaken as quickly as possible after the problem has been identified.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010 Section 167
Education and Care Services National Regulations 2014 Clause 116
Work Health and Safety Act 2011 (NSW)
Work Health and Safety Regulation 2011 (NSW)
National Quality Standards Quality Area 2

KEY RESOURCES:
National Quality Standards 2011 (ACECQA)
Child Care Service Handbook 2013-2014 (Dept of Ed)
Kidsafe

PROCEDURES
Educators will:
- Undertake "Safety Checklist" completion each day before starting work at the Service, and also in the yards. The dangers listed on these Safety Checklists cover a wide variety of possible dangers.
• Safety checks are used to assist the service to maintain the health and safety of persons using buildings and equipment.
• Will comply with Work Health and Safety
• The procedures relating to the Maintenance of Buildings and Equipment Policy are clearly displayed in the service for all stakeholders to read and complete
• Once checklist is completed and there are risk after they are documented they must be reported to the Nominated supervisor. The nominated Supervisor will then report to maintenance officer at Eurobodalla shire council.

BUILDINGS, EQUIPMENT AND MAINTENANCE:
• Equipment will be chosen to meet the children's developmental needs and interests. There will be sufficient access to furniture, materials and developmentally appropriate equipment suitable for the education and care for each child.
• Service premises and all equipment and furniture will be maintained in a safe, clean condition and in good repair at all times.
• Children will be provided with adequate, developmentally and age-appropriate toilet, washing and drying facilities. These will enable safe use and convenient access by children.
• There must be no damaged plugs, sockets, power cords or extension cords.
• All plug sockets shall be maintained as child safe.
• Electrical appliances shall be in good working order.
• Electrical circuit breakers will be installed and be maintained.
• Provision will be made in the budget for regular maintenance and repair work and for deferred costs of major capital repairs.
• Management will develop a list of fully licensed and insured trades persons, which is made available to educators. This list will be reviewed on an annual basis.
• All contractors should have their own public liability insurance of $20 million.
• The service and equipment will be regularly checked to ensure that they are in a good and safe condition, comply with relevant Australian Standards and have appropriate soft-fall surfacing maintained.
• Equipment will be regularly washed and cleaned.
• Recycled craft materials should be checked for potential hazards.
• Educators should ensure safe handling of all tools if used as part of any activity.
• Families will be encouraged to notify educators of any safety issues they observe.
• Anything that requires maintenance is to be reported to the Nominated Supervisor as soon as possible.
• Faulty equipment should be removed or protection placed around any dangerous building sites.
• A maintenance book will be kept that records any maintenance that needs to be addressed.
• The maintenance book will record;
  ✓ Type of problem
  ✓ Date that it was observed
  ✓ Who notified the Nominated Supervisor and when?
✓ What was done to rectify the problem?
✓ Date repaired
✓ Tradesperson employed to repair the problem

• For urgent repairs the Nominated Supervisor will organise a contractor to attend to the problem. The contractor will be chosen from a list that has been previously approved by the committee.

• Non-urgent repairs will be recorded in the maintenance book. The Nominated Supervisor will note this in their report and bring it to the attention of management at the next meeting. Management and the Nominated Supervisor will organise to rectify the problem.

• For major repairs a minimum of three quotes will be sought and reviewed by management who will make a decision on a further course of action. The Nominated Supervisor or someone with management control may obtain the quotes.

• Maintenance reviews should be done as part of the Nominated Supervisor’s report at each meeting.

• The Nominated Supervisor will also give a review of works completed by any tradesman employed, for future reference.

• It is the responsibility of management, once a problem has been raised, to ensure that it is rectified in the most efficient manner and that the service is safe for educators and clientele.

• Should the service be considered unsafe or as being a health risk, then the service will be closed, after notice has been given to all relevant parties, until the problem has been rectified.

• The service will have an appropriate number of first aid kits that are suitable to the ages and needs of the children attending. The first aid kit will be well stocked and be easily recognised and accessible at all times.

Reviewed: January 2014

Next Review: March 2017
ENVIRONMENTAL SUSTAINABILITY POLICY

AIM:
Eurobodalla OOSH Service encourages Educators to work towards Sustainable resource use by promoting the catch phrase “Rethink, Reduce, Reuse and Recycle”. Educators will help children to connect with nature and work towards becoming a more sustainable service by incorporating saving practices such as using energy efficient devices, recycling, and reducing power and water usage. Teaching children about caring for the natural environment provides them with a range of opportunities for rich, hands-on learning experiences about nature and the environment, and provokes curiosity, creativity and critical thinking skills. Similarly, while it is important for child care professionals to respect the differing values and cultures of children and families attending their service, it should be recognised that sustainability is not so much a ‘lifestyle choice’ as it is a way of living. All children deserve to be surrounded by a clean and healthy environment and taught to respect the earth and its precious resources for the future generations.

Procedures:

1. Staff and educators will participate in professional development which has a focus on promoting environmental education in early childhood and sustainability in children’s services.

2. Coordination Unit staff and educators will help children through each service and PALS to connect with nature through various activities such as:

   * Building vegetable or herb gardens, composting, constructing worm farms.
   * Incorporating recycled and natural items into children’s learning experiences.
   * Growing plants from seeds
   * Utilising outdoor environments and the efficient use of natural resources
   * Responsible recycling
   * Using resources including books, posters and technology to investigate topics like water, waste, wildlife and earth diverse environments.

4. Coordination staff and educators will endeavour to provide families with information on the environment and sustainability through newsletters fact sheets, hints and articles on things like recycling, water saving and re-using.

5. The Educators will be encouraged to have indoor and outdoor play spaces which promote resource conservation and healthier living.
6. The coordination unit staff and educators will endeavour to celebrate events of environmental awareness such as: National Tree Day, Clean up Australia Day, Earth Hour, World Water Day and National Recycling Week.

7. The Coordination Unit will make a commitment to:

- Recycle office items such as paper, ink cartridges, plastics and kitchen refuse.
- Use scrap containers for kitchen and PALS food waste.
- Limit the use of air conditioners.
- Turn off lights when not in use.
- Reuse and repair equipment as often as possible.
- Research environmentally responsible alternatives for equipment when purchases are required.
- Recycling of garbage is to be sorted and placed into council recycling bins.
- All efforts are made to conserve water.
- Coordination Unit is to liaise with Council to successfully implement environmental and recycling programs and inform educators of these programs.
- Where possible correspondence is to be emailed to educators and families rather than copying onto paper.
- Coordination unit and educators are to engage in mutual support in promoting environmental sustainability.

**Relevant Legislation:**

**Education and Care services National Regulation 2011**

**Key resources:**

**National Quality Standard Quality Area 3.2, 3.3**

[www.livingthing.net.au](http://www.livingthing.net.au)

Reviewed: November 2012

Next Review: MARCH 2017
PARTNERSHIPS WITH FAMILIES & COMMUNITIES
ACCESS POLICY

AIM:
Collaborative relationships with families are fundamental to achieving quality outcomes for families. The service will ensure relevant procedures and legislative requirements relating to access of children are implemented.

STATEMENT:
When there is joint custody of a child or a situation which has created issues over access to a child, it is important for Educators and families to be able to work together to ensure the children can continue in care in a stress-free and safe environment. For this to occur, it is important to have good communication between families, Educators and Co-ordination Unit staff, and for all parties to be informed of the requirements of the Education and Care National Law 2010 and the Education and Care National Regulations 2011.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014 - Clause 157

KEY RESOURCES:
Child Care Service Handbook 2013-2014 (Dept of Ed)

PROCEDURES
Co-ordination Unit staff will:

- Maintain confidentiality for all matters relating to custody, access and court orders.
- Store copies of all relevant documents provided by families and/or Educators in a safe and secure manner respecting the individuals privacy.
- Provide advice, support and information to Educators and families on issues relating to access and custody.
- Request a copy of the relevant court order.
Educators will:

- Respect the wishes of the family that has placed that child in care with them, within legal boundaries.
- Seek advice and support from the Co-ordination Unit staff to ensure all people involved in the access/custody are treated fairly and within the regulatory requirements of the service.
- Maintain confidentiality for all matters relating to custody, access and court orders.
- Request a copy of the relevant court order.

Families will:

- Provide copies of any relevant court orders to the Educator and Co-ordination Unit (to be securely stored).
- Discuss all relevant issues with the Educator regarding who has legal access to the children.

1. In relation to a person who has been prohibited by a court order from having contact with the child, the Educator will:

- Not give that person any information concerning the child.
- Not allow that person access to the child.
- Inform the custodial family of the situation ASAP if contacted by a person prohibited by a court order from having contact with the child
- Contact the police if necessary.
- Contact the Nominated Supervisor or representative for help and support.
- Take all reasonable precautions to ensure the safety of all the children in care and the Educator.

NB: Under no circumstances should the Educator place themselves or other children at risk.

If a child is taken against the Educator’s wishes the Educator should:

- contact the custodial parent/guardian
- contact the police
- contact the Coordination Unit

2. In relation to a parent/guardian where there is no court order forbidding that parent/guardian contact with a child, the Education and Care Services National Regulations 2014 states an Educator must not prevent a parent of a child being educated and cared for by the service from entering the venue at any time that the child is being educated and cared for by the service.
In any case the family is required to contact the service to make arrangements for appropriate contact times and ring the service before visiting. The OOSH service is not to be used as a point of contact for access visits without approval from the Coordination Unit for this arrangement to proceed.

Reviewed: January 2012

Next review: March 2017
CHILD ENROLMENT AND ORIENTATION

AIM:
To ensure Eurobodalla Shire Council manages children’s enrolments in a manner that ensures the placement of a child into care is in accordance with all government legislative and regulatory requirements. Educators will provide children and families with an orientation process for their individual service.

STATEMENT:
It is the role of the Co-ordination Unit to implement systems and practices that allow for placements to occur in a fair and ethical manner. An efficient enrolment procedure that is clear and understandable will ensure the confidentiality of our families through provision of secure recording and storing procedures.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014
Children and Young Persons (Care and Protection) Act 157 of 1998
DEEWR Child Care Service Handbook
Family Assistance and other Legislation Amendment (Child Care and Other Measures)Act 2011

KEY RESOURCES:
Child Care Service Handbook 2013-2014 (Dept of Ed)

PROCEDURES
Priority of Access
The Australian Government has determined Priority of Access guidelines for allocating places in Children’s Services. These guidelines are set out in the following levels of priority.

Priority 1
A child at risk of serious abuse or neglect.

Priority 2
A child of a single parent who satisfies, or of parents who both satisfy the work/training/study test under section 14 of the A New Tax System (Family Assistance) Act 1999.
Priority 3
Any other Child.

Within each category mentioned above, the following Children are given priority:

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

(These are not in priority order as children may fall into more than one category).

In addition to legislative Priority of Access Guidelines the Service Priority of Access Guidelines are as follows:

- Existing families that need to change OOSH service or have a sibling starting care.

Placement
The Co-ordination Unit will:
Provide information to families at the time of enquiry with the service on the procedures for placing children into OOSH.
Provide enrolment forms, information books and other forms required for enrolment.

Centre Vacancies
The Co-ordination Unit will:
Maintain an up to date register of centre vacancies.
Develop and implement systems to ensure information on vacancies are current.

Hours of Operation
The service complies with the Child Care Service Handbook, and this information is provided to families in a number of ways (e.g. Family Information handbook).

Batemans Bay After School Care ................. 2.30pm to 6.00pm every school day
Batemans Bay Vacation Care Centre ............ 8.00am to 6.00pm during school holidays
Moruya After School Care ............................. 2.30pm to 6.00pm every school day
Moruya Vacation Care Centre ......................... 8.00am to 6.00pm during school holidays
Narooma After School Care ........................... 2.30pm to 6.00pm every school day
Narooma Vacation Care Centre ....................... 8.00am to 6.00pm during school holidays

All Centres close promptly at 6:00pm by which time all children must be collected or extra costs will be incurred: Please notify the Centre if you are running late.

If by 6.30pm you have not arrived, staff will make arrangements for childcare at your expense and you should contact your local police station (depending upon which Centre your child is attending) for information about your child’s whereabouts.

Entitlements
The Co-ordination Unit provides information to families in regard to entitlements for which they may be eligible. (I.e. Child Care Benefit, Child Care Rebate).

Bookings

Bookings for After School Care:

Educators will:

• Provide families with a Placement Agreement form and explain to families that bookings can be made: for each school term, for the entire 4 school terms or on a casual basis.
• Inform families that all bookings once made must be paid for.
• Record all bookings on the Placement Agreement form and signed by the parent/guardian
• Record Casual bookings on the Casual Placement Form and signed by the parent/guardian
• Take casual bookings and changes to bookings via phone calls, messages or in person
• Record all casual bookings and changes to bookings in the centre diary/communication book and on the Casual Placement Form or Placement Agreement form and signed by the parent/guardian at the soonest available time.
• Record all casual bookings and changes to bookings must also be recorded on the sign in/out sheet.
• Record casual bookings with a “C” written beside the child’s name.
• Mark all absent bookings with an “A”

Parents/guardians will:

• Advice the centre if their child will be absent on a day that they are booked into care, as early as possible. Where possible this change should be confirmed in writing.
• indicate the expected time of absence
• Inform the centre when the child returns to school and that the child will be attending the centre on that afternoon. (After School Care)

**Bookings for Vacation Care:**

**Coordination unit will:**

• Provide information to families (via email, mail and website) regarding the vacation care program and how and when to book two weeks prior to bookings week.
• Only accept bookings from families who do not have outstanding fees
• Enter bookings made from families onto the Child Care Management program (Harmony)
• Process attendances and forward fees to ESC finance department for invoicing.
• Monitor fee collection.

**Educators will:**

• Remind families of upcoming bookings week.
• Accept bookings and changes to bookings in the two weeks prior to vacation care starting.
• Ensure parent/guardian has provided all the required information on the form including changes to emergency contact details
• Ensure the parent/guardian sight, read and sign the excursion permission form for any days their child is booked on excursion days
• Explain other options for families who do not wish to participate in excursions (ie. Attending one of our other Vacation care services or Family Day Care)
• Record all bookings on a spreadsheet in order of receipt, to ensure the service stays within the maximum number of bookings allowed (30 children per day)
• Fax, scan and email or hand deliver all bookings to the coordination unit for entering into Child Care Management program (Harmony)
• Review the priority of access guidelines to ensure the service remains compliant with Child Care Management Laws

**Families will:**

• Book care required for vacation care periods during the two weeks prior to vacation care starting.
• Note that bookings are received on a first in bases (after priority of access guidelines are reviewed)
• Provide notice of any absences as early as possible to allow other families who may be on a waiting list access.
• Understand that their booking will only be accepted when fees are up to date
• Understand that all booked care is to be paid
• Keep educators up to date with changes to contact details
Orientation

Educators will:

- Arrange a mutual time with families to discuss enrolment
- Show family around the centre including outside play areas
- Show families where/how to sign in/out
- Families will learn about the routine of the centre
- Discuss the program of activities and daily routine
- Discuss the daily menu (and asked about specific dietary needs) for the child
- Discuss policies and procedures that relate to families and children and where families can access this
- Provide information about hats, clothing and food
- Discuss fees, payment, statements and invoices
- Show were to find notes
- Show our expectations regarding children’s behaviour
- Discuss individual needs including likes/dislikes
- Discuss any allergies and emergency plans for the child
- Discuss the centres philosophy and goals with the families
- Discuss priority of access and waiting list
- Discuss the centres opening and closing times and collection of late children
- Discuss Child Care Benefit (CCB) with the families and help them understand what CCB is and how it applies to them, and how they apply

REVIEWED: September 2015
TO BE REVIEWED: MARCH 2017
COLLABORATIVE PARTNERSHIPS WITH FAMILIES POLICY

AIM:
Eurobodalla Shire Council acknowledges collaborative relationships with families are fundamental to achieving quality outcomes for children. Educators and Co-ordination Unit staff will actively and intentionally provide opportunities for families to be involved in the planning and development of the service, as well as in the activities for children.

STATEMENT:
Collaborative partnerships can be assisted and supported through the active participation of families in the service. Through casual conversation, formal surveys and other opportunities for feedback from families, the service will be able to ensure it meets the needs of families. Families need to be familiar with current practices to provide constructive feedback on improvements. This responsibility falls with both the Co-ordination Unit staff and the Educators.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) - Quality Area 6
Child Care Service Handbook 2013-2014 (Dept of Ed)

PROCEDURES
Approved Provider Eurobodalla Shire Council will:
Ensure the Co-ordination Unit is inclusive of all stakeholders in policy development and consultation within the service.

Co-ordination Unit Staff will:
- Offer individual parent information sessions when families commence with the service
- Communicate service news to families through regular newsletters.
- Provide opportunities to families to offer feedback and/or comments on the service and policies.
- Invite families to be part of consultation groups and to attend Professional Development that may be relevant to families.
- Organise regular social functions that are inclusive of families e.g. BBQ at the Botanic Gardens.

**Educators will:**

- Make time to talk with families about their child’s care and development in OOSH.
- Keep families informed about the activities of the children in care through a weekly written program.
- Provide opportunities for families to become familiar with the service they provide to the children.
- Ask families for feedback on the quality of care the children are receiving and ideas for future programming/activities and Policies/procedures.
- Invite families to attend OOSH outings with their children e.g. children’s Christmas party.
- Respect the opinions of families in regard to the way they would like their child cared for, and if this is not practical, for the Educator to be sensitive in the way they address these differences in care requirements/provision.

**Families are encouraged to:**

- Provide information to their child’s Educator that will assist in the smooth transition to childcare for the child and family.
- Be involved in the activities of their child and OOSH when invited to participate.
- Take time to talk to their Educator about their child’s activities and progress in OOSH, and to be interested in the Educator’s weekly program for the children.
- Provide constructive feedback to Educators and the service about matters that can be improved in OOSH, either at Educator or Co-ordination Unit level.
- Read family newsletters and information forwarded from the Co-ordination Unit or from the Educator.

**Reviewed: January 2012**

**To be reviewed: March 2017**
VISITOR’S REGISTER PROCEDURE

AIM:
To ensure children are safe at all times and parents are informed of people visiting the education and care service.

STATEMENT:
To ensure Educators meet the regulatory requirements of recording “visitors” to their premises whilst providing childcare.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014 (Clause 165-166)

KEY RESOURCES:
National Quality Standards 2011 (ACECQA)
Child Care Service Handbook 2013-2014 (Dept of Ed)

PROCEDURES

• Educators must not leave a child or children alone with a visitor while providing care and education to that child as part of the OOSH service.
• All Educators who have “visitors” attend the OOSH centre or other venue during hours of operation must have all the visitors sign the Visitors Register. The Visitors Register must be kept and include the following details:
  • Date
  • Name
  • Time In
  • Signature
  • Time Out
  • Signature
  • Reason for visit
• Definition of a visitor for the purposes of the Education and Care Services National Regulations 2014 – any person at the Educator’s premises that is not permanently living at the premises.

• Visitors include:
  • Co-ordination Unit staff – CDO visits.
  • Trades persons.
  • Other people that may come into the OOSH premises.

Visitors do not include:

• Families that are signing the children in and out on the timesheet.

The Co-ordination Unit will provide forms for Educators to use for visitors to sign.

Educators may choose to use their own method of recording this information.

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

Reviewed: January 2012

Next review: January 2017
FEE POLICY

AIM:
To ensure Eurobodalla Shire Council meets all accountability requirements in regard to payment of fees and provision of a statement of fees charged by the education and care service.

STATEMENT:
The OOSH services are not for profit services. It is important that services operate accountably which is transparent to all stakeholders.

RELEVANT LEGISLATION:
Compensation and Consumer Act 2010
DEEWR Child Care Service Handbook

KEY RESOURCES:
National Quality Standards 2011 (ACECQA)
Child Care Service Handbook 2013-2014 (Dept of Ed)

PROCEDURE
Management (Eurobodalla Shire Council) will:

- Ensure the fees set by the Co-ordination Unit are endorsed by Eurobodalla Shire Council, in line with the Council’s Operational Plan before being implemented.

Co-ordination Unit and Centres will:

- Set the Fees each financial year based on the annual budget to ensure the required income will be received to run the service efficiently to meet legislative requirements. This will involve the Eurobodalla Shire Council Finance team.
- Keep all stakeholders informed during this fee setting process.
- Include the service fee schedule in the initial information to families.
- Provide information to Educators on developing the fee schedule.
- Require outstanding fees due to a centre be paid before the family can be placed with another centre.
- Process all Child Care Benefit Claims for centres.
- Monitor accuracy of claims for Child Care benefit.
• Provide quarterly CCB statements to families.
• Ensure fee schedules are given to families at the initial interview.
• Charge all families the same fee for the same service.
• Only provide care for children who are registered with the service.

Families are required to:

• Ensure all children being provided with care are registered with the service.
• Pay fees to the Educator at the time agreed to by the Educator and family.

Reviewed: June 2012

To be reviewed: June 2017
STAFF ARRANGEMENTS
ADVERTISING POLICY

AIM:
To ensure the service is promoted professionally in an ethical and positive manner, and reflects the philosophy of the service.

STATEMENT:
All advertising and promotional material used to endorse any aspect of Eurobodalla Shire Council must be professional and endorsed by the Nominated Supervisor (or representative) of the service.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014
Children and Young Persons (Care and Protection) Act 157 of 1998

KEY RESOURCES:
National Quality Standards 2011 (ACECQA).
Child Care Service Handbook 2013-2014 (Dept of Ed)

PROCEDURES

Eurobodalla Shire Council will:
Ensure the policies of the service meet the relevant legislative requirements in regard to promotion and advertising of the service.

Co-ordination Unit Staff will:

- Ensure the Advertising Policy for the service reflects the best interests of the service within the community.
- Develop advertising material for the service.
- Advertise the service regularly using a variety of media.
- Participate in promotional activities regularly.
- Support Educators to develop advertising and promotional material, if requested
• Respond to requests for media coverage for special occasions and events, in line with Eurobodalla Shire Council’s procedures.

Educators will:

• Promote the service to the wider community in a positive manner at all times.
• Ensure the EUROBODALLA SHIRE COUNCIL logo appears on all individual advertising materials developed and is not altered in any format, according to Sect 104 of the Education and Care Services National Law 2010 which states:

**104 Offence to advertise education and care service without service approval**

A person must not knowingly publish or cause to be published an advertisement for an education and care service unless it is an approved education and care service.

Ensure all advertising and promotional material used to promote any aspect of Eurobodalla Shire Council is endorsed by the Nominated Supervisor (or representative) of the service.

**INTERNET AND SOCIAL NETWORKING**

No information or images will be used on internet or social networking sites without written permission from families to use that piece of information or image.

**Families are encouraged to:**

Promote OOSH in their community in a positive manner.
Support any OOSH promotional activities if available to do so.

**Reviewed: January 2012**

**To be reviewed: March 2017**
PROTECTING EDUCATORS WELLBEING PROCEDURE

It is recommended that Educators:

- Talk to staff at the Co-ordination Unit if you are feeling overwhelmed. Communicate in an open and honest way.
- Assess your own perception of the situation and try to put yourself on the “other” side, to see another point of view. Avoid being negative.
- In relation to particular stressors, seek information about the problem/issues to enable you to make better decisions about how to deal with the stressor.
- Develop a support network of others within and outside of OOSH, so that successes and solutions to problems may be shared. (Remember confidentiality).
- Try some stress release techniques, such as physical activity, relaxation techniques, yoga or talking to a friend about your situation. (Again be sure to maintain confidentiality at all times).
- Try to focus on the positives.
- Plan your time; this may require a change of habits. This should include time for your own relaxation and regular breaks from your business.
- Try and keep healthy, have a balanced diet and take time to exercise.
- Arrange to take breaks throughout the year to recharge
- Participate in Council’s social occasions and events

Reviewed: January 2012

To be reviewed: March 2017
CODE OF CONDUCT POLICY

AIM:
To ensure all stakeholders are clear about their responsibilities in relation to one another and to the families and children using the service.

Management (Eurobodalla Shire Council representatives) agree to:

- Enter into an agreement with the Australian Government to operate the service within the requirements of the Children’s Services Handbook.
- Make decisions appropriate to those of the approved provider of the service.
- Participate in Professional Development.
- Support the Co-ordination Unit staff in the operation of the service in meeting the Commonwealth and State Legislative requirements.
- Recruit and select suitable persons to operate the Eurobodalla Shire Council’s Co-ordination Unit.
- Provide a safe workplaces for the Co-ordination Unit staff as well as OOSH Educators.
- Provide support and direction to the service in strategic planning.
- Pass relevant information on to the Co-ordination Unit in a timely manner.

Co-ordination Unit Staff agree to:

- Actively promote OOSH to the wider community.
- Administer the Child Care Benefit claims on behalf of the families, and the Family Assistance Office.
- Monitor the provision of quality childcare, including compliance with the Children (Education and Care Services National Law Application) Bill 2010 and the Education and Care Services National Regulations 2011.
- Develop and review Policies, Guidelines and Procedures through a process of consultation with all stakeholders.
- Implement anti-bias practices in the workplace and promote diversity.
- Maintain a safe workplace for people that enter the workplace.
- Communicate in a positive and respectful manner to all staff, Educators, families, children and others who interact with the Co-ordination Unit.
- Provide Professional Development and resources to Educators and families on Middle Childhood matters.
- Pass relevant information on to Educators in a timely manner.
- Be trained in recognising and responding to Child Protection situations.
Participate in Professional Development and self-improvement practices.
Provide opportunities for feedback and improvement.
Conduct visits to OOSH centres.

OOSH Educators agree to:

- Actively promote OOSH to the wider community.
- Abide by the Eurobodalla Shire Council’s Code of Conduct.
- Abide by the Eurobodalla Shire Council’s OOSH Policies, Procedures and Guidelines.
- Communicate in a positive and respectful manner with families, children, Educators and staff.
- Pass relevant information on to families in a timely manner.
- Implement anti-bias practices in their childcare environment and promote diversity.
- Maintain a safe workplace.
- Encourage each child to develop their potential to gain independence and a positive self-esteem.
- Guide children towards positive and responsible behaviour.
- Respond to Child Protection situations.
- Participate in Professional Development and self-improvement practices.
- Educators who breach the Code of Conduct will be disciplined and may be dismissed at the discretion of the Approved Provider and/or Senior Coordinator.

Reviewed: January 2012

To be reviewed: March 2017
ETHICAL CONDUCT POLICY

AIM:
To ensure Eurobodalla Shire Council OOSH services operate in an ethical manner at all times and uses the Early Childhood Australia (ECA) Code of Ethics to appropriately resolve Ethical Dilemmas.

STATEMENT:
The Code of Ethics, developed by ECA, underpins the core values, beliefs and practices within Eurobodalla Shire Council. The code outlines the ethical responsibilities of Educators and staff to identify and address bias, injustice and unethical practices. Eurobodalla Shire Council acknowledges the importance of ethical behaviour across all areas of the service.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014
Equal Employment Opportunity under the Anti Discrimination Act 1977
Privacy and Personal Information Protection Act 133 of 1998
Government Information (Public Access) Act 52 of 2009
Freedom of Information Amendment (Reform)Act 2010 No. 51
Ombudsman’s Act 1974 (as at 1 January 2012) Act 68 of 1974

KEY RESOURCES:
National Quality Standards 2011 (ACECQA)
Child Care Service Handbook 2013-2014 (Dept of Ed)
Early Childhood Australia Code of Ethics 2006
www.earlychildhoodaustralia.org.au

PROCEDURES
Approved Provider - Eurobodalla Shire Council will:

- Ensure policies and practices are developed in line with current Education and Care Services National Law 2010, Education and Care Services National Regulations 2014.
National Quality Standard.
Ensure all stakeholders are consulted in matters of policy development.
Ensure changes within the service are explained to Educators, families and Co-ordination Unit staff prior to implementation.
Ensure Professional Development is available to Co-ordination Unit staff.

Co-ordination Unit Staff will:

- Abide by the ECA Code of Ethics.
- Develop their understanding of their obligations in following the ECA Code of Ethics.
- Regularly reflect upon their own practices in line with the ECA Code of Ethics and relevant legislation.
- Provide resources for Educators to develop their knowledge of the ECA Code of Ethics.
- Provide information to families on the Ethical Conduct Policy and the ECA Code of Ethics.

Educators will:

- Abide by the ECA Code of Ethics.
- Develop their understanding of their obligations in following the ECA Code of Ethics.
- Be professional and ethical in the operation of their childcare business.
- It is the Educator’s responsibility to ensure that all claims are a true and accurate reflection of actual hours of childcare that has been provided to the children for whom they are responsible and that any inaccuracies in the hours or amounts claimed may be regarded as breaches of their obligations to Eurobodalla Shire Council, fraud or a breach of the Education and Care Services National Law and Education and Care Services National Regulations. Penalties may also apply and the contract with you be terminated.

Families will:

- Abide by the Ethical Conduct Policy.
- Support the Educator to comply with the ECA Code of Ethics.
- View a copy of the ECA Code of Ethics by either visiting the Early Childhood Australia Website at www.earlychildhoodaustralia.org.au or by contacting the Co-ordination Unit on 69 269 367 for a copy.

Reviewed: January 2012
To be reviewed: March 2017
DETERMINING RESPONSIBLE PERSON POLICY

AIM:
To ensure a responsible person is available to all stakeholders at all times when an OOSH service is operating.

STATEMENT:
A responsible person will be available at all times when OOSH may be providing education and care to children. The process for determining the responsible person will be clear to all educators and staff and followed at all times. The details of the responsible person will be displayed.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014
National Quality Standard

KEY RESOURCES:
National Quality Standards 2011 (ACECQA)
Child Care Service Handbook 2013-2014 (Dept of Ed)

PROCEDURES
A responsible person can be:

- The Approved Provider (a person from Eurobodalla Shire Council who is in management or control of the service).
- Nominated Supervisor – this is a person with a Certified Supervisors Certificate designated by the service as the Nominated Supervisor.
- Certified Supervisor – a person with a certified supervisor certificate designated by the service to be placed in day-to-day charge of the service, when the nominated supervisor is unavailable.

Co-ordination Unit Staff will:
• Designate a Nominated Supervisor. This appointment will be made in writing and written consent from that person will be sought.
• Ensure a Certified Supervisor is available at all times an education and care service is operating.
• Designate certified supervisors to be responsible when the nominated supervisor is unavailable. A single nominated supervisor will be placed in charge on a daily basis. The appointment of certified supervisors will be made in writing to individuals and written consent from such people will be sought.
• Ensure Nominated Supervisors and Certified Supervisors have a clear understanding of the role of the Responsible person.
• Ensure the responsible person is appropriately skilled and qualified.
• Display the name and position of Responsible Person in charge of the service, ensuring that it is easily visible in the main foyer of a centre based service and at the Coordination Unit.
• Nominate an Educational Leader. This appointment will be made in writing and written consent from that person will be sought.
• Ensure the Educational Leader has a clear understanding of the role.

Reviewed: June 2012

To be reviewed: MARCH 2017
PROFESSIONAL DEVELOPMENT POLICY

AIM:
To ensure Management, Co-ordination Unit staff and Educators participate in Professional Development on a regular basis.

STATEMENT:
Ongoing Professional Development for those involved in childcare services assists in ensuring that children are cared for by people who are informed and up to date with information on current practices within the Early Childhood field. Where appropriate, the service will offer opportunities to families and other children's services within the community to attend Professional Development that is organised by the service.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) – Quality Area 7
Child Care Service Handbook 2013-2014 (Dept of Ed)
Belonging Being Becoming – The Early Years Learning Framework (DEEWR 2010)
My Time, Our Place – The Framework for School Age Care in Australia (2011)

PROCEDURES
Management will:

- Take opportunities for ongoing Professional Development where possible.
- Ensure the policies of the service meet the Education and Care Services National Regulations 2014 in regard to Professional Development.
- Provide Professional Development opportunities for Co-ordination Unit staff as Council employees.
Co-ordination Unit Staff will:

- Take opportunities for ongoing Professional Development where possible.
- Participate in Professional Development in responding to suspected Child Protection issues, every 2 years
- Provide opportunities for all stakeholders to provide feedback relating to Professional Development requirements of the service.
- Ensure Educators are offered Professional Development opportunities that cover key business areas.
- Provide resources and information to Educators and families on childcare related areas.
- Evaluate Professional Development provided to management, staff, Educators and families for effectiveness.
- Provide an induction program for new Educators.
- Engage professionals external to the service as well as staff for the delivery of Professional Development.
- Provide Educators with relevant Professional Development records
- Support Educators in their endeavours to obtain qualifications

Educators will:

- Attend an induction program (centre induction, coordination unit based induction and Council 2 day orientation)
- Annually, participate in Professional Development opportunities that are mutually agreed upon
- Provide evidence that Professional Development has influenced practice.
- Participate in Professional Development in responding to suspected Child Protection issues, every 2 years
- Complete a Professional Development plan annually.
- Participate in mandatory training as outlined by the Co-ordination Unit.

Families are encouraged to:

- Support the Educators in their endeavours to attend Professional Development.
- Provide feedback to the Co-ordination Unit on any future requests for Educator/family Professional Development requirements.

Requirements for First Aid
In line with the Education and Care Services National Regulations 2014 it is a requirement that all OOSH Educators and staff hold a current approved First Aid qualification and training in Asthma and Anaphylaxis management.

Reviewed: January 2012

To be reviewed: March 2017
SELECTION OF EDUCATORS AND STAFF POLICY

AIM:
To ensure Educators and Co-ordination Unit staff are selected on merit and with regard to anti-bias practise.

STATEMENT:
Eurobodalla Shire Council, as Approved Provider of Eurobodalla Shire Council’s Children Services, has an obligation to the community to ensure that all staff and educators are recruited in a fair and equitable manner based on merit and without bias. They must demonstrate an ability to meet and maintain the standards expected by the Federal, State and Local Governments, the service and the community in relation to the provision of quality child care.

RELEVANT LEGISLATON:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014
Children and Young Persons (Care and Protection) Act 1998
The Ombudsman’s Act 1974 Act 68 of 1974
Work Health & Safety Act 2011(NSW)
Work Health & Safety Regulation 2011 (NSW).

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) – Quality Area 7, Quality Area 4
Child Care Service Handbook 2013-2014 (Dept of Ed)
Eurobodalla Shire Council Equal Employment Opportunity Management Plan

PROCEDURES
Management and the coordination unit will:

• Advertise and recruit Co-ordination Unit staff in line with Eurobodalla Shire Council staff recruitment procedures, to deliver the outcomes of the service.
- Ensure applicants that wish to work directly with children are over the age of 18 years
- Ensure applicants provide evidence of current qualifications or the commitment to complete minimum qualifications and training as required.
- Ensure all staff have had a working with children check and medical clearance
- Ensure successful employees have an orientation and induction to both Council and the OOSH centre.
  - See OOSH Staff induction pack;
    Including Philosophy, Staff Manual, job description, code of ethics and professional standards that apply to staff.
  - Also Council Induction- see HR ESC
    - Ensure all staff sign and abide by the services policies and procedures and code of conduct.
    - Conduct performance Reviews for Educators

An unsuccessful applicant can contact the Co-ordination Unit for feedback on their unsuccessful application.

**Reviewed: January 2014**

**To be reviewed: March 2017**
SELECTING EDUCATORS PROCEDURE

The process used in considering the suitability of Educators includes, but will not be limited to the following:

- Must be over 18 years of age.
- Completed forms regarding suitability and ability to provide quality childcare.
- Submission of a letter of application and resume.
- Working with Children Background Check for the Educator
- A competed Child protection course or be willing to complete within 3 months of starting
- Contact details of two referees.
- Proof of identity and residing address.
- Current First Aid certificate and training in Anaphylaxis and Asthma management,
- A medical certificate from a certified practitioner stating suitability to fulfil the requirements of an Educator (HR to complete)
- An obligation to participate in training regard to Child Protection Law every 2 years.
- Knowledge, experience, and/or Professional Development in childcare.
- Evidence of qualifications relevant to the Educator position (Teaching or Education and Care)
- Attitude and commitment to the philosophy of the service.
- An ability to communicate with adults and children.
- An awareness of and sensitivity towards the diverse needs of young children and their families including a range of cultures, religions and abilities.

An application may be rejected for reasons that include, but will not be limited to the following:

- Unsatisfactory Working with Children Check of applicant.
- References unavailable or unfavourable.
- Unsatisfactory medical report.
- Inability to demonstrate the capacity to supervise and care for the children adequately.
- Inability to demonstrate effective communication skills and interactions with children and adults.
- Refusal by Educator to comply with an obligation within service and/or legislative requirements.
- Limited knowledge of child development and appropriate behaviour guidance.

Reviewed: January 2012

To be reviewed: March 2017
PARTICIPATION OF VOLUNTEERS AND STUDENTS POLICY

AIM:
To ensure the rights and dignity of each child is catered for in this training environment and that procedure is followed in ensuring safe people are considered for placement.

STATEMENT:
Eurobodalla Shire Council is committed to the training needs of students and the need to impart knowledge and experience from staff and Educators. Professional development is an important aspect of Early Childhood training. It is essential that students are provided with opportunities and resources to demonstrate their competencies, and to gain experience. It is acknowledged hosting a student is also a great opportunity for Educators to remain abreast of current Early Childhood practice.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014
Children and Young Persons (Care and Protection) Act 1998
The Ombudsman’s Act 1974 Act 68 of 1974

KEY RESOURCES:
National Quality Standards 2011 (ACECQA)
Child Care Service Handbook 2013-2014 (Dept of Ed)
Keep Them Safe: A shared approach to child wellbeing”, NSW Government
Children Legislation Amendment (Wood Inquiry Recommendations Act 2009)
www.keepthemsafe.nsw.gov.au

PROCEDURES
Eurobodalla Shire Council will offer placements to:

• High school students who wish to gain work experience as part of a high school program, where the school has initiated the work experience, identified the student’s suitability, work
with the service to arrange suitable times and provided authorisation for the student to participate.

- Students attending other registered training organisations and studying in a relevant field, such as childcare, teaching, recreation or community services where the training organisation has initiated the placement, identified the students suitability, worked with the nominated supervisor in relation to times and expectations and provided written authorisation for the student to participate.

Student placements are to be arranged through the HR Department of Eurobodalla Shire Council.

**Co-ordination Unit Staff will:**

- Provide Educators and students with appropriate paperwork to authorise the placement
- Provide students and volunteers with guidelines identifying their responsibilities, expectations and code of conduct while at the service during a work experience induction
- Ensure Students and volunteers over the age of 18 years have completed a Working with Children Check Declaration prior to commencing with the Educator
- Give support and guidance to students and volunteers where possible.
- Visit the student whilst on practicum to demonstrate the role of the Co-ordination Unit.
- Encourage students and volunteers to participate and communicate in an open and honest manner.
- Ensure that students and volunteers do not discuss children’s development or other issues with parents.
- Request that students and volunteers adhere to all areas of confidentiality.

**Educators will:**

- Ensure students and volunteers are never left alone or in charge of any children.
- Inform families when a student or volunteer is on placement at the service, if applicable.
- Provide ongoing constructive feedback and assessment that is fair and equitable.
- Provide students and volunteers with opportunities to learn and participate in a positive, encouraging environment.
- Liaise with Eurobodalla Shire Council and other supervisory bodies regarding the placement
- Consult with their families before the placement occurs and inform them of the student Volunteers role

**Students and Volunteers will**

- Comply with all obligations under the NSW Child Protection Legal Framework.
• Abide by the Education and Care Services National Regulations 2014 and EUROBODALLA Shire Council OOSH Policies, Guidelines and Procedures while on placement.
• Take responsibility for the role that they are undertaking whilst on placement, viewing it as part of their own professional development.
• Inform the Educator early in the placement of requirements of practicum which need to be completed.
• Work with the Educator to timetable requirements
• Be responsible for completion of own assessment requirements
• Sign the visitors register whenever entering or leaving the Education and care service

Families will:

Be aware of the student/ volunteer involvement in the service and their roles and responsibilities

Reviewed: January 2012

To be reviewed: 2017
NON COMPLIANCE POLICY

AIM:
As the approved provider Eurobodalla Shire Council is required by Law to ensure educators meet the requirements of the Education and Care Services National Law 2010 and the Education and Care Services National Regulations.

STATEMENT:
Eurobodalla Shire Council will ensure the requirements of the Law and regulations are met at all times to ensure the safety and wellbeing of all children, families and community members, educators and staff. These requirements need to be met to ensure the service remains licensed and eligible for CCB

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014 Clause 168
NSW Occupational Health and Safety Act 2000
NSW Occupational Health and Safety Regulations 2001

KEY RESOURCES:
National Quality Standards 2011 (ACECQA)
Child Care Service Handbook 2013-2014 (Dept of Ed)

PRACTICES
Co-ordination Unit staff will

- Inform and ensure that all educators understand their responsibilities in relation to regulations, National Quality Framework, EYLF / MTOP and Eurobodalla Shire Council’s OOSH Policies Procedures and Guidelines.
- Provide training to inform and assist educators in their understanding of the responsibilities in relation to National Regulations, National Quality Framework, EYLF / MTOP and Eurobodalla Shire Council’s OOSH Policies Procedures and Guidelines.
• Have a system in place to monitor current practice and identify areas for continued improvement.
• Identify breaches to the National Law and National Regulations and bring this to the educator’s attention.
• Follow up with any necessary action that is identified as being proportionate to the issues which arise.
• Document issues relating to noncompliance with National Law and Regulations or National Quality Standards and continue to document discussions or take notes from meetings around these issues. To develop and enforce an action plan, based on the nature and severity of the breach, outlining expectations, strategies and a time frame.
• To review and finalise any action plans put in place.
• Maintain an ongoing log of an individual educator’s noncompliance in any areas of their service delivery and communicate with the EFLO and/or Senior Coordinator about concerns over an accumulation of breaches.
• Notify the Regulatory Authority of any serious incidents or complaints which allege a breach to the legislation.

Educator’s will:
Abide by the following:

• Education and Care Services National Regulations 2014
• Education and Care Services National Law 2010
• Early Years Learning Framework 2010
• My Time Our Place 2011
• NSW Occupational Health and Safety Act 2000
• NSW Occupational Health and Safety Regulations 2001
• Eurobodalla Shire Council’s OOSH Policies Procedures and Guidelines.
• Eurobodalla Shire Council’s Code of Conduct
• Read, attend training & ensure understanding of the requirements of the above documents and refer to them to determine appropriate practices and procedure.
• Comply with any action plan or address a noncompliance issue in the stated time frame

NONCOMPLIANCE GUIDELINES

• An Educator, depending on the nature of the breach, may be required to rectify the situation as soon as it is brought to their attention.
• An Educator, depending on the nature and severity of the breach, may be suspended until evidence has been provided to the coordination unit that any identified breaches have been
rectified. An action plan, outlining expectations, strategies and a time frame will also be put in place.

- If an Educator continues to have breaches of the National Law or National Regulations, a meeting will be called with the Senior Coordinator (or delegated representative) and Approved Provider to develop strategies to support the Educator in meeting the requirements of Eurobodalla Shire Council an action plan will be used to identify the expectations, strategies and set specific time frames.
- If an Educator continues to receive notifications of noncompliance from the coordination unit, disciplinary procedures will be followed according with Council’s procedures.
- The Regulatory Authority will be notified of any serious incidents or complaints which allege a serious or notifiable breach to the legislation.

**PROCEDURES:**

*Coordination Unit / Approved Provider role*

- The coordination Unit staff and Nominated Supervisor will document any suspected issues of noncompliance.
- These issues of non-compliance will be brought to the educator’s attention and immediate rectification will take place where necessary.
- At times the Coordination unit staff may seek clarification on any suspected areas of noncompliance and follow up with the educator.
- The Nominated Supervisor or delegated representative will be informed of any issues with noncompliance that could not be rectified at the time that they were brought to the educator’s attention.
- The Nominated Supervisor or delegated representative may contact the Educator to discuss any noncompliance issues of a more serious nature.
- A time frame to address noncompliance issues may be negotiated between the educator and Nominated Supervisor or delegated representative
- The Nominated Supervisor will document the nature of the breach and time frame within which the breach is to be rectified.
- If the Nominated Supervisor or delegated representative deems it necessary, they will communicate with the Approved Provider and an educator may be suspended.
- The Regulatory Authority will be notified of the suspension of an educator.
- Following an educator’s suspension a meeting will be held at a mutually appropriate time between the Educator, the Nominated Supervisor or delegated representative and the Approved Provider. The issues will be addressed and an appropriate course of action will identified. This may include an action plan which identifies the noncompliance issues, the
services’ expectations and appropriate strategies to reach an outcome and specific time frames to review and finalise the action plan.

**Note:** The educator may wish to have a support person attend this meeting.

It will be at the discretion of the Nominated Supervisor and the Approved provider if families enrolled with the educator are notified of noncompliance issues depending on the nature and severity of the breach or breaches.

Subsequent meetings with the educator may be required, however a timely outcome will be sought.

**Educator’s role**

- To work within the parameters of National Regulations, NQF and Policies
- To understand the requirements set out in the National Regulations and National Quality Standards and seek clarification on any areas that they are unsure.
- To understand the monitoring and enforcement actions that are prescribed under the National Law and National Regulations and carried out by the Regulatory Authority.
- To understand that noncompliance in any areas of their service delivery could jeopardise their future as an educator with Eurobodalla Shire Council.
- To address any noncompliance issues immediately or fulfil requirements of an action plan in the specified time frame.
- To work cooperatively with the coordination unit staff or representatives of the Approved Provider to come to a satisfactory outcome.

**Appeal by an Educator**

Refer to Grievance Policy

**Contacts**

Department of Education and Communities  
Phone: 1800 619113  
Email: cslicensing@dhs.nsw.gov.au

NSW State Ombudsman’s Office Level 24, 580 George Street, Sydney  
Toll free 1800 451 524 or 02 9286 1000

LEADERSHIP
AND
MANAGEMENT
ACCEPTANCE AND REFUSAL OF AUTHORISATION

AIM:
Eurobodalla Shire Council will ensure that we only act in accordance with correct authorisation as described in the Education and Care Services National Regulations, 2011.

STATEMENT:
Eurobodalla Shire Council requires authorisation for actions such as administration of medications, collection of children, excursions and providing access to personal records. This policy outlines what constitutes a correct authorisation and what does not, and may therefore result in a refusal.

RELEVANT LEGISLATION:
Children (Education and Care Services National Law Application) Act 2010
Education and Care Services National Regulations 2011

KEY RESOURCES:
Children (Education and Care Services National Law Application) Act 2010
Education and Care Services National Regulations 2011

PROCEDURES:
All Staff and Educators will:
Ensure documentation relating to authorisations contains:

- the name of the child enrolled in the service;
- date;
- signature of the child’s parent/guardian, or nominated contact person who is on the enrolment form;
- The original form/letter/register provided by the service.

- Apply these authorisations to the collection of children, administration of medication, excursion and access to records.
- Keep these authorisations in the enrolment record.
- Exercise the right of refusal if written or verbal authorisations do not comply.
- Waive compliance where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. The service can administer medication without authorisation in these cases, provided they contact the parent/guardian as soon as practicable after the medication has been administered.

REVIEWED: MAY 2012            NEXT REVIEW: MAY 2017
GOVERNANCE AND MANAGEMENT OF THE SERVICE POLICY

AIM:
To have effective leadership and management ensuring a high quality education and care service delivering quality outcomes for children and families.

STATEMENT:
Roles within the Coordination Unit need to be defined within the requirements of Eurobodalla Shire Council, Education and Care Services National Law 2010 and Regulations, and the National Quality Standards.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014 (Clause 168)
Family Assistance Legislation Amendment (Child Care Management System and other measures) Regulations 2009 (SLI NO 82 OF 2009)

KEY RESOURCES:
National Quality Standard –Quality Areas 4 and 7
National Quality Standards 2011 (ACECQA).
Child Care Service Handbook 2013-2014 (Dept of Ed)

VISION STATEMENT:
To be a professional OOSH service of excellence with a high profile in the early childhood field. To have a partnership with stakeholders reflected in active involvement and equality. To be continually growing and evolving.

MISSION STATEMENT:
Eurobodalla Shire Council aims to service the children, families and Educators of our community by providing support to all stakeholders.
Educators and Co-ordination Unit staff will work in partnership to provide a service of excellence to the community.
PRACTICES
Eurobodalla Shire Council (As Approved Provider) will:

- Administer the service,
- Employ fit and proper staff to run the Co-ordination Unit,
- Account for government funding and
- Maintain communication with state and federal government departments.

Service and Coordination Unit Staff will hold the appropriate qualifications for the following positions:

- **Senior Co-ordinator/Nominated Supervisor** - Degree or Diploma in Early Childhood Education or equivalent qualification and experience in Education And Care Services
- **Educational Leader** - Degree or Diploma in Early Childhood Education or equivalent qualifications and experience in Education And Care Services
- **Administrative Staff** - TAFE Certificate in Office Administration or equivalent.
- **Service Staff** - First aid certificate, Asthma & anaphylaxis certificate, Child protection, other suitable qualifications relevant to education and care of school aged children and experience working with school aged children.

![Organisation chart](image_url)
GOVERNANCE RESPONSIBILITIES

Funding
The Department of Education, Employment & Workplace Relations funds the Co-ordination Unit using a formula that calculates the number of 'equivalent full-time children' (EFT). It is the responsibility of the Co-ordination Unit to budget for salaries, funding, training and equipment from this funding. Income is also generated from Educator and Parent administration fees.

Licensing
The NSW Department of Education and Communities is responsible for regulating the service. The service operates under the Education and Care Services National Law 2010 and the Education and Care services National Regulations 2011. Eurobodalla Shire Council’s OOSH must also adhere to the National Quality Standard.

KEY PERSONNEL

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Roles/Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divisional Manager Community Arts and Recreation Services</td>
<td>Acts as Licensee representative to support the effective operations of the service.</td>
</tr>
<tr>
<td>Manager of Social Inclusion</td>
<td>Oversees the management of Children’s Services</td>
</tr>
<tr>
<td>Senior Coordinator of Children’s Services</td>
<td>Oversee the operations of the service. Reports to relevant government departments. Supervise and manage service staff.</td>
</tr>
<tr>
<td>Nominated Supervisor</td>
<td>Maintain legislative requirements. Develop training for Educators. Supervise Child Development Officers. Lead the development of the Educational Programs in the service. Support and monitor Educators to comply with legislation.</td>
</tr>
<tr>
<td>Educational Leader</td>
<td>Support and monitor Educators to comply with legislation.</td>
</tr>
<tr>
<td>Centre Staff (Educators)</td>
<td>Operates the service on a day to day basis in accordance with the National Quality Framework.</td>
</tr>
<tr>
<td>Supervisor</td>
<td>Manages the enrolment, induction, orientation and ongoing service provision to children and families.</td>
</tr>
<tr>
<td>Assistant</td>
<td></td>
</tr>
<tr>
<td>Casual staff</td>
<td>Programs activities and experiences appropriate to the needs</td>
</tr>
<tr>
<td>Casual ISS</td>
<td>develops positive collaborative relationships with local stakeholders (Children, Families, Schools, Local services)</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Administration Team</td>
<td>Support the service in administrative duties. Oversee duties of administration. Oversee processing of Educators’ Attendance Records, writing OOSH’s newsletters and general correspondence.</td>
</tr>
</tbody>
</table>

Reviewed: June 2013.  
To be reviewed: March 2015
CONFIDENTIALITY OF RECORDS POLICY

RATIONALE:
To ensure the Approved Provider, Co-ordination Unit staff and Educators are clear about the requirements in relation to confidentiality of records of the service, or information obtained concerning:

- The children in care
- Staff and their families
- Educators and their families
- Families of the children in care or registered with the service

POLICY STATEMENT:
Eurobodalla Shire Council staff and Educators, through their normal work situations, are privy to personal information about each other, the children and families in care. It is of utmost importance that this information is handled with respect and kept confidential where necessary. Privacy laws legislate for the protection of individuals regarding their personal information.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014 (Clause 181)
Child Care Service Handbook 2013-2014 (Dept of Ed)

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) - Quality Area 6
Child Care Service Handbook 2013-2014 (Dept of Ed)

PRACTICES:
Co-ordination Unit Staff and Educators are required to:

- Exercise confidentiality as a standard approach when developing and implementing policies and procedures; and
• Be sensitive to the rights of Co-ordination Unit staff, families and Educators to have information of a personal nature handled in a tactful, secure and discreet manner.
• Ensure any information is not divulged or communicated directly or indirectly to another person unless:-
  • Educators require the information for the education and care of the child
  • Medical personnel require the information for medical treatment of the child
  • The parent of the child requests the information
  • A regulatory officer requests the information

PROCEDURES:

Verbal Information

• Any information obtained by Educators or staff in relation to the Educators, staff or the families of children enrolled for the service must be treated confidentially.
• Only information which is relevant to providing quality care for a child needs to be discussed between the Educator and Co-ordination Unit.
• Staff and Educators need to be aware it is not appropriate for them to discuss children in care with people other than the child/ren’s families, Co-ordination Unit or Educator.
• It is important Educators do not refer to a child by name when discussing an incident with another service, family or member of the public.

Records

• Personal information in written records will be kept securely by storing records confidentially in a safe and secure area.
• Thorough destruction or secure disposal of records after the elapse of the mandatory period of retention will also be practised.
• Educators must not be performing other duties while supervising children. This includes social networking sites and internet usage not directly related to the care and supervision of children in attendance at the service.
• The Co-ordination Unit will ensure no information or images are used on the service website without written permission from families to use that piece of information or image.
• The Co-ordination Unit will maintain a current website with information to promote the service and Educators in a positive, professional manner at all times.

Families are encouraged to:

• Respect the private and confidential relationship between themselves and the Educator.
• Refrain from discussing grievances with an Educator in the public arena.
• Use the Grievance Handling Policy when issues arise.
• Promote the service positively at all times.

Reviewed: January 2012

To be reviewed: March 2017
MANAGING RECORDS POLICY

AIM:
To ensure the Approved Provider, Nominated Supervisor, Co-ordination Unit and Educators maintain and securely store all records required under the legislation, ensuring confidentiality and easy access by authorised persons.

STATEMENT:
Regulatory, licensing and funding bodies require the retention and maintenance of records in relation to service stakeholders and children. All records are required to be kept up to date, stored confidentially in a safe and secure area with access by authorised persons only. This includes both electronic and hardcopy format. Carefully organised storage systems are required in order to easily access records which are required by legislation to be kept in some cases up to 24 years.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010 Section 175
Education and Care Services National Regulations 2014 Clause 177 178 and 179
Work Health and Safety Act 2011
Work Health and Safety Regulation 2011
Health Records and Information Privacy Act 2002 No 71 – NSW
Privacy and Personal Information Protection Act 1998 No 133 – NSW
Government Information (Public Access) Act 2009 - NSW
Freedom of Information Amendment (Reform)Act 2010 Act 48 of 1977
DEEWR Child Care Service Handbook

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) – Quality Area 7
Child Care Service Handbook 2013-2014 (Dept of Ed)

PROCEDURES:
An appropriate person will be appointed to the role of Nominated Supervisor to ensure the following accurate records required under section 175 of the Law are kept.

The documentation of child assessments for the delivery of the educational program including:

- An incident, injury, trauma and illness record
- A medication record
- A record of assessments of venues
- A record of volunteers and students
- The records of the responsible person at the service
- A record of staff, educators and co-ordinators engaged by the service
- A children’s attendance record
- Child enrolment records
- A record of the service’s compliance with the Law
- A record of the Certified Supervisors placed in day to day charge of the education and care service

The above records must be made available to a parent/guardian of a child on request unless prohibited by a court order.

The record of the service compliance must be available to any person who requests it.

Records must be kept at the service for the following periods

Reviewed: January 2012

To be reviewed: March 2017
# Records and documents required to be kept

<table>
<thead>
<tr>
<th>Type of record</th>
<th>Responsibility</th>
<th>Timeframe</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of current public liability insurance</td>
<td>Approved Provider Family day care educator</td>
<td>Available for inspection at service premises or family day care office</td>
<td>Regulations 29, 30, 180</td>
</tr>
<tr>
<td>Note: Does not apply if the insurance is provided by a state or territory government.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality Improvement Plan</td>
<td>Approved Provider Family day care educator</td>
<td>Current plan is to be kept</td>
<td>Regulations 31, 55</td>
</tr>
<tr>
<td>Child assessments</td>
<td>Approved Provider Family day care educator</td>
<td>Until the end of 3 years after the child’s last attendance</td>
<td>Regulations 74, 183</td>
</tr>
<tr>
<td>Incident, injury, trauma and illness record</td>
<td>Approved Provider Family day care educator</td>
<td>Until the child is 25 years old</td>
<td>Regulations 87, 183</td>
</tr>
<tr>
<td>Medication record</td>
<td>Approved Provider Family day care educator</td>
<td>Until the end of 3 years after the child’s last attendance</td>
<td>Regulations 92, 183</td>
</tr>
<tr>
<td>Child attendance</td>
<td>Approved Provider Family day care educator</td>
<td>Until the end of 3 years after the record was made</td>
<td>Regulations 158–159, 183</td>
</tr>
<tr>
<td>Child enrolment</td>
<td>Approved Provider Family day care educator</td>
<td>Until the end of 3 years after the child’s last attendance</td>
<td>Regulations 160, 183</td>
</tr>
<tr>
<td>Death of a child while being educated and cared for by the service</td>
<td>Approved Provider Family day care educator</td>
<td>Until the end of 7 years after the death</td>
<td>Regulations 12, 183</td>
</tr>
<tr>
<td>Record of service’s compliance history</td>
<td>Approved Provider Family day care educator</td>
<td>Until the end of 3 years after the Approved Provider operated the service</td>
<td>Regulation 167</td>
</tr>
</tbody>
</table>
CUSTOMER SERVICE AND SATISFACTION POLICY

AIM:
To maintain high quality service standards and ensure Eurobodalla Shire Council receives regular feedback from all stakeholders about the delivery of the service.

STATEMENT:
Eurobodalla Shire Council acknowledges maintaining and improving Service Quality for all stakeholders is a huge priority. The service operates under the National Quality Framework. Service Quality is based on ongoing evaluation of the service and improvement. Strategies need to be in place to ensure formal and informal feedback is received from all stakeholders. Eurobodalla Shire Council has a responsibility to ensure the service is accountable in terms of funding and compliance.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014
National Quality Standards Areas 4, 6 and 7

KEY RESOURCES:
National Quality Standards 2011 (ACECQA)
Child Care Service Handbook 2013-2014 (Dept of Ed)

PROCEDURES:
Eurobodalla Shire Council will:

- Oversee the implementation of systems to ensure stakeholders are provided with the opportunity to comment on service delivery with the aim of improving Service Quality.
- Where appropriate respond to feedback received and consider improvements as a result of the feedback.
- Refer to the Grievance Handling Policy when necessary.

Co-ordination Unit staff will:
• Develop, conduct and maintain ongoing opportunities for all stakeholders to provide feedback on service delivery.
• Survey all stakeholders and random samples of stakeholders over different periods.
• Record and review feedback received and respond appropriately.
• Provide a variety of feedback options for all stakeholders e.g. verbal, written surveys, email contact.
• Include feedback options for ensuring the information used to process childcare usage is accurate.

Educators will:

• Participate in opportunities to provide feedback to the service
• Support the service to collect feedback from families and other stakeholders.
• Provide accurate records and information to the Co-ordination Unit in terms of compliance.

Families are encouraged to:

• Provide feedback to the Educator and Co-ordination Unit in any format regarding service delivery.

Reviewed: January 2012
To be reviewed on or before: March 2017
GRIEVANCE HANDLING POLICY

AIM:
Eurobodalla Shire Council will ensure families, Educators and staff of the Co-ordination Unit are able to raise and have resolved any grievance/complaint they may have regarding the service without fear of retribution.

STATEMENT:
Eurobodalla Shire Council acknowledges the right for all persons to be able to state their views and have them heard. It is important to ensure grievances are resolved by discussion and negotiation between the parties concerned. A mediating problem-solving approach should be adopted with efforts made to encourage constructive communication between the parties involved.
A grievance is any matter related to work or the work environment that is causing concern or distress to any individual or group of individuals. Grievances may arise from any act, situation, discussion or omission, which may be considered unfair, discriminatory or unjust. The practices will be made freely available to all stakeholders in an easily understood format. Records will be kept of grievances raised, action taken, outcomes reached, method of resolution and feedback from originating person.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2014 Clause 168

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) – Quality Area 4, Quality Area 7
Child Care Service Handbook 2013-2014 (Dept of Ed)

PRACTICES:
Step 1
It is expected the grievance should initially be discussed with the person concerned. Every effort should be made to resolve the grievance at this level before moving on to the following steps.
A. BETWEEN FAMILY AND EDUCATOR/STAFF

Step 2
If the grievance is not resolved satisfactorily either party can bring the matter to the attention of the Senior Coordinator to assist in the resolution of the matter.

Step 3
Any grievance, which has been fully discussed between the Senior Coordinator and the parties involved and is still unresolved, can be referred for further mediation to the Licensee or a representative of the sponsoring body i.e. Eurobodalla Shire Council.

Step 4
If still unresolved the matter can be referred to:

i) NSW Early Childhood Education and Care Directorate
   Locked Bag 4028
   Ashfield NSW 2131
   Phone: 1800 619113
   Email: cslicensing@dhs.nsw.gov.au

ii) Department of Employment Education and Workplace Relations
    GPO Box 9880 CANBERRA ACT 2601 phone: 1300 363 079

iii) Network of community Activities (OOSH)
    Phone: 92 123 214 / network@netoosh.org.au

iv) NSW Ombudsman Phone: 1800 451 524

B. BETWEEN THE EDUCATOR AND CO-ORDINATION UNIT STAFF

Step 1
The Educator has the right to approach the staff member concerned and to expect to have the grievance addressed in an understanding and sensitive manner.

Step 2
If unresolved the Educator can contact the Senior Coordinator or Manager who will attempt to find a resolution or an acceptable compromise by both parties.
Step 3
If still unresolved the Educator may refer the matter to the representative of the Licensee, Eurobodalla Shire Council, Network of Community Activities or NSW Educators’ Association for further mediation.

C. BETWEEN THE SERVICE AND EDUCATOR
i) In the event the service is dissatisfied with an Educator, or if a complaint is made by a family, staff member or community member, the complaint must be notified to the Educator verbally by the Senior Co-ordinator or a delegated representative.

ii) If the complaint relates to a breach of the Law or Regulations or of special conditions of the service, the Senior Co-ordinator will investigate the circumstances and organise the issue to be discussed with the Educator.

iii) An action plan will be developed with the Educator to offer training to ensure future compliance

iv) The Educator will be warned of future non-compliance with the Law and/or Regulations and/or conditions of the service, will result in discipline proceedings.

v) If the Educator contravenes the Law or Regulations or conditions again, the Senior Co-ordinator, or delegated representative of the service will report to the Approved Provider and dismissal may be recommended.

vi) The Approved Provider will advise the Educator if s/he has been dismissed from service and the reasons for this course of action.

The Education and Care Services National Law 2010 (Section 174) states:
An approved Provider must notify the Regulatory Authority of the following information in relation to an approved education and care service operated by the approved provider –

a) Any serious incident at the approved education and care service;

b) Complaints alleging-

i) that the safety, health and wellbeing of a child or children was or is being compromised while that child or children is or are being educated and cared for by the approved education and care service; or

ii) that the Law has been contravened
viii) The contact number for questions on Educators rights to appeal to the Administration Decisions
 Tribunal is 02 97162100 www.lawlink.nsw.gov.au/adt

D. BETWEEN EDUCATOR AND EDUCATOR

Step 1
Discuss with the person concerned and attempt to resolve the grievance.

Step 2
If unresolved the Educator can contact the Senior Coordinator or another Co-ordination Unit staff
member who will attempt to find a resolution or an acceptable compromise by both parties.

Step 3
If still unresolved the Educator may refer the matter to the Divisional Manager Community and
Development Services Eurobodalla Shire Council, Network of community Activities or NSW Educators’
Association for further mediation.

E. BETWEEN CO-ORDINATION UNIT STAFF

Step 1
In the first instance the employees shall attempt to resolve the grievance between them.

Step 2
If the grievance is still unresolved the complaint can be referred to the Senior Co-ordinator or
Nominated Supervisor of the service for mediation.

Step 3
If still unresolved, the Senior Co-ordinator or delegate, in consultation with the parties involved, will
determine the next course of action. This may necessitate the involvement of the representative of the
Approved Provider.

Reviewed: June 2012

To be reviewed: MARCH 2017